State ISAT Training

Interim Assessment, AIR Ways, & the Digital Library

February 2017

OVERVIEW

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced
Assessment Consortium

DIGITAL LIBRARY

80% Formative

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

15%

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS

5%

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

This is where change happens

Learning goals for the session

1. *Obtain facts about the Interim Assessments; understand the mechanics of preparing for and giving the Interim Assessments*

2. *Understand how to access and use Interim Assessment data in the Online Reporting System and Air Ways*

3. *Understand facts about the Digital Library and the mechanics of using the Digital Library*

Target audiences for this information

- District Administrators and Coordinators (DA – DC)
  - Communicate big idea to stakeholder
  - Prepare for assessment administration
  - Keep implementation on track
  - Examine data throughout the year
- School Coordinators (SC) Ex: Principal, counselor
  - Should be reviewing schoolwide data and make sure rosters are complete; support teachers
- TE: Teachers
  - Give, score, review and discuss data
  - Share data with students; adjust instruction accordingly

Facts about the Interim Assessments & Mechanics of giving the Interim Assessments

idaho.portal.airast.org

Feedback about Interim Assessment

“Our students said it made all the difference in the world.”
Lakeland School District Assessment Director

“Students felt more prepared, more relaxed, and more committed to doing well (on the ISAT) and our testing time went way down.”
Marsh Valley School District, Lava Elementary Test Coordinator

“I cannot tell you how hopeful I am, looking at the data on the Air Ways interface. I feel like the blinders have been removed. I can see where our strengths are and I can make plans that address our weaknesses. This is a powerful tool.”
Julie B. West Ada teacher

***“*We find these very valuable. My suggestion to our buildings is to use the IABs after a certain unit is taught to gather data on students meeting those standards.”** *Vallivue Director of Curriculum*

“The data that teachers got from the assessments allowed them to look at the class as a whole and determine if and what areas were a weakness in each subject area.” Assessment Coordinator, Liberty, Legacy, and Victory Charter Schools

Interim Assessment Facts

Overview Handout

- **Complete alignment to the ELA/Literacy and Mathematics standards and end of year assessment; Gr. 3-8 and HS (Gr. 11)**
- **Same platform/tools as end of year assessment**
- **Checks progress while there is still time to affect the end of year outcome**
- **Models the types of items and tasks that should be consistently used in the classroom to show evidence of standards' progression**
- **Keeps a student record of scores, improvement is tracked**
- **Obtain a measure on new students who did not have Spring ISAT score**
- **Flexibility in grade and content of assessments the students take**
- **Teacher & artificial intelligence scoring; see student responses to all items**
- **Coherence with the other two parts of our assessment system (ISAT/summative and Digital Library/formative)**

Interim Assessment Facts

- **Two types of Assessments:**
  - **Interim Comprehensive (ICA)**
    - **Follows summative assessment blueprints**
    - **35-45 Items and a Performance Task**
    - **Reporting shows *trend* from Interim to Summative (ISAT)**
  - **Interim Assessment Blocks (IAB)**
    - **Content cluster assessments 15-17 items**
    - **6-7 blocks in each content area and grade**
    - **Follows specific blueprints based on clusters of standards**
    - **Smaller sets of targets**

Interim Assessment Blocks

Grades 3-7	Grade 8	High School
Read Literary Texts	Read Literary Texts	Read Literary Texts
Read Informational Texts	Read Informational Texts	Read Informational Texts
Brief Writes	Brief Writes	Brief Writes
Revision	Edit/Revise	**Revision**
Language and Vocabulary Use	Listen/Interpret	**Language and Vocabulary Use**
Editing	*Research	**Editing**
Listen/Interpret	Performance Task	Listen/Interpret
*Research		*Research
Performance Task		Performance Task

Grade 3	Grade 4	Grade 5
* Operations and Algebraic Thinking	* Operations and Algebraic Thinking	Number and Operations in Base Ten
* Number and Operations – Fractions	* Number and Operations – Fractions	* Number and Operations – Fractions
Measurement and Data	Number and Operations in Base Ten	* Measurement and Data
Number and Operations in Base Ten	**Geometry**	**Geometry**
Mathematics Performance Task	**Measurement and Data**	**Operations and Algebraic Thinking**
	Mathematics Performance Task	Mathematics Performance Task

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	* Ratio and Proportional Relationships	* Expressions & Equations I
* Geometry	* The Number System	**Expressions & Equations II (with Prob/Stat)**
* Expressions and Equations	* Expressions and Equations	* Functions
The Number System	**Geometry**	* Geometry
Statistics and Probability	**Statistics and Probability**	Mathematics Performance Task
Mathematics Performance Task	Mathematics Performance Task	

High School
* Algebra and Functions I - Linear Functions, Equations, and Inequalities
* Algebra and Functions II - Quadratic Functions, Equations, and Inequalities
* Geometry and Right Triangle Trigonometry
Statistics and Probability
Mathematics Performance Task

New IAB	*New Items

New IAB	*Revised IAB

Interim Assessment Facts

- Optional but recommended; not public but non-secure
    - No test security agreement required for those administering
- Items from same pool as summative tests; blueprints provided
- Can/should be administered by teachers
- Off-grade level testing allowed/beneficial
- Same accessibility features, same testing interface
- Unlimited opportunities
- Comprehensive assessments (ICA) take approximately 2 class periods – 2.5 hours for students to complete
- Interim blocks (IAB) 1 class period – 30-45 minutes

"The Mechanics" of preparing for and giving the Interim Assessments

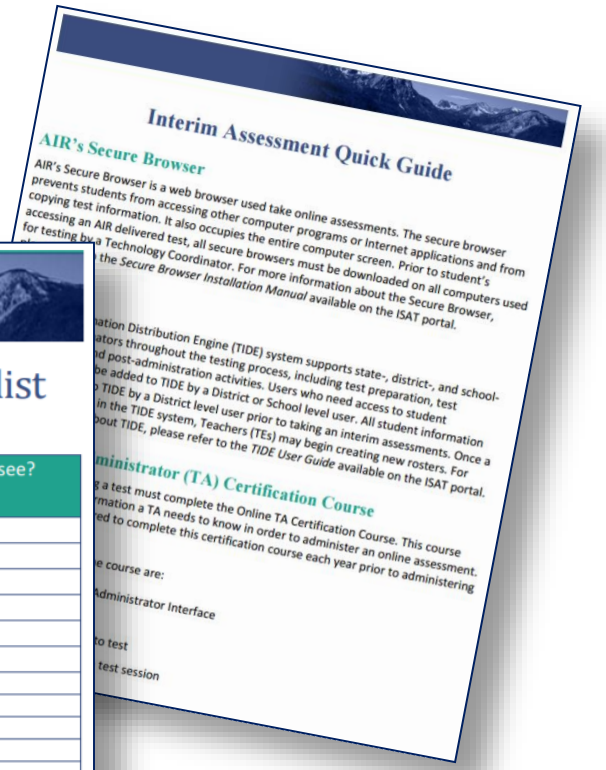
ELA/Literacy & Math Assessment Resources

IDAHO
STATE DEPARTMENT OF EDUCATION

Interim Assessment Implementation Planning Checklist

Completed	Task/Action	Who will complete or oversee? Add the name of the person in your district/school
	Load new secure browsers for 2016-2017*	Tech support (DC)
	Upload students to TIDE*	Tech support
	Upload teachers to TIDE (TE role- called "Users" in TIDE)*	Tech support
	Teachers log in and set up accounts*	Teacher (TE)
	Create Rosters in TIDE*	District or School (DC-SC)
	Teachers complete the TA Certification Course*	Teacher
	Add student settings in TIDE if applicable	School Team (SC)
	Indicate off-grade level testing in TIDE if applicable	Teacher
	Review Interim Assessment support materials (Portal)	Teacher
	Review assessments in AVA (Assessment Viewing Application)	Teacher
	Discuss / make implementation decisions	District/School Team
	Administer Interim Assessments	Teacher
	Download/make available Item Specifications Documents	District/School
	Add Teachers to Digital Library	District Coordinator
	Teachers Log in to set up Digital Library Account and search for activities related to student needs	Teacher
	Go to the Online Reporting System to review data	Teacher

*Required


Interim Assessment Quick Guide

AIR's Secure Browser

AIR's Secure Browser is a web browser used take online assessments. The secure browser prevents students from accessing other computer programs or Internet applications and from copying test information. It also occupies the entire computer screen. Prior to student's accessing an AIR delivered test, all secure browsers must be downloaded on all computers used for testing by a Technology Coordinator. For more information about the Secure Browser, the *Secure Browser Installation Manual* available on the ISAT portal.

ation Distribution Engine (TIDE) system supports state-, district-, and school-ators throughout the testing process, including test preparation, test d post-administration activities. Users who need access to student be added to TIDE by a District or School level user. All student information TIDE by a District level user prior to taking an interim assessments. Once a in the TIDE system, Teachers (TEs) may begin creating new rosters. For bout TIDE, please refer to the *TIDE User Guide* available on the ISAT portal.

ministrator (TA) Certification Course

a test must complete the Online TA Certification Course. This course rmation a TA needs to know in order to administer an online assessment. ed to complete this certification course each year prior to administering

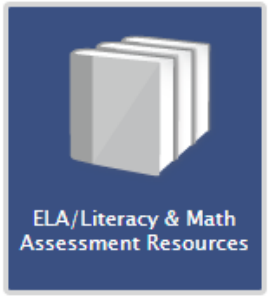
e course are:

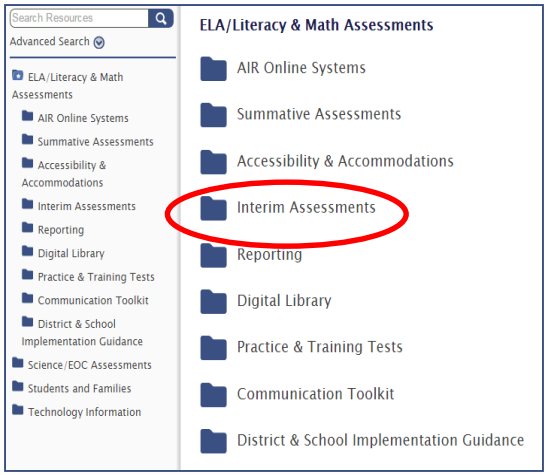
dministrator Interface

o test

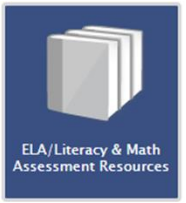
test session

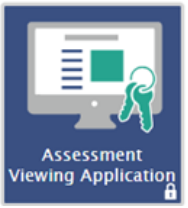
Interim Assessment Resources





Prior to giving the Interim Assessments





- District Tech Support (DC):
  - Load this year's secure browsers
  - Add all students to TIDE
  - Add all teachers to TIDE
  - Create Rosters in TIDE (Students > Teachers)
- Teachers (TE) complete the TA Certification Course
- Review support documents
- Preview relevant assessments in AVA
- Make implementation decisions with your team

The ISAT Portal

Idaho.portal.airast.org

The ISAT Portal

Prior to giving the Interim Assessments

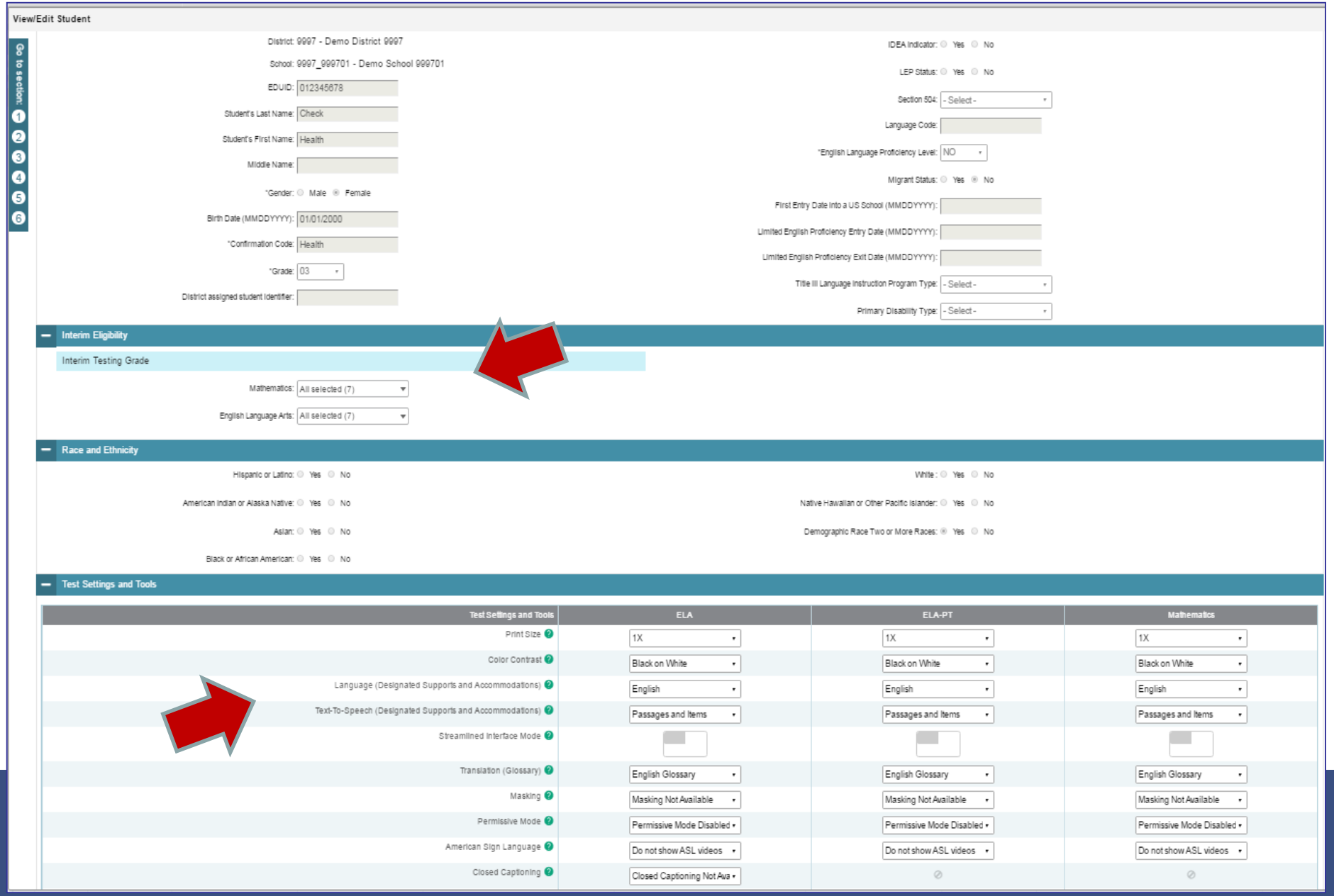
In TIDE:

- **(SC) Upload /manual addition of student settings- accommodations and designated supports (if you don't know… use the assessment to see what students need)**
- **Set grade level for testing if other than the student's designated grade level**

In AVA (Assessment Viewing Application):

- **Review the desired assessments using AVA**
- **This application is not for "teaching the items"**

The Test Information Distribution Engine (TIDE)



Assessment Viewing Application

Choose a Test Grade

Please choose the appropriate test grade.

Grade: Select Grade

Log Out | Next

Available Tests

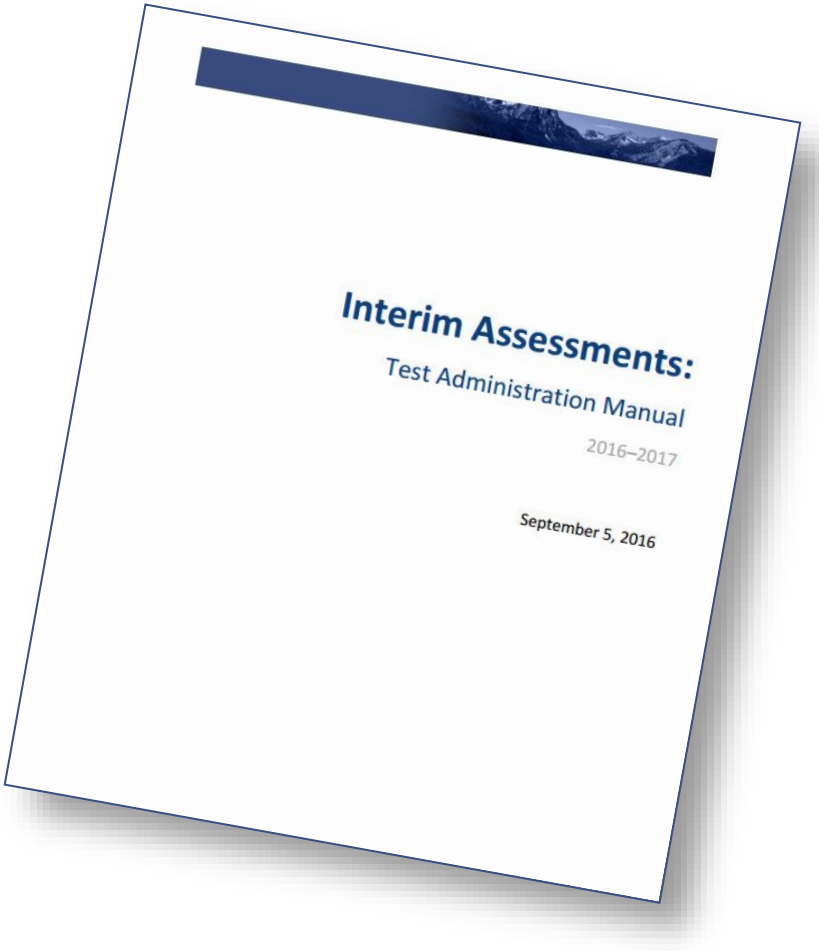
Click on a test below to review it.

- **Start Grade 4 ELA Interim IAB-BriefWrites** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-EditRevise** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ListenInterpet** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-PT-Narrative-UnlikelyAnimal** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ReadInfo** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-ReadLit** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim IAB-Research** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-NBT** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-NF** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB-OA** — This is opportunity 1 of 1
- **Start Grade 4 Math Interim IAB PT-AnimalJumping** — This is opportunity 1 of 1
- **Start Grade 4 ELA Interim ICA CAT** — This is opportunity 1 of 2
- **Start Grade 4 ELA Interim ICA PT-UncommonAnimals** — This is opportunity 1 of 2
- **Start Grade 4 Math Interim ICA CAT** — This is opportunity 1 of 2
- **Start Grade 4 Math Interim ICA PT-AnimalJumping** — This is opportunity 1 of 2

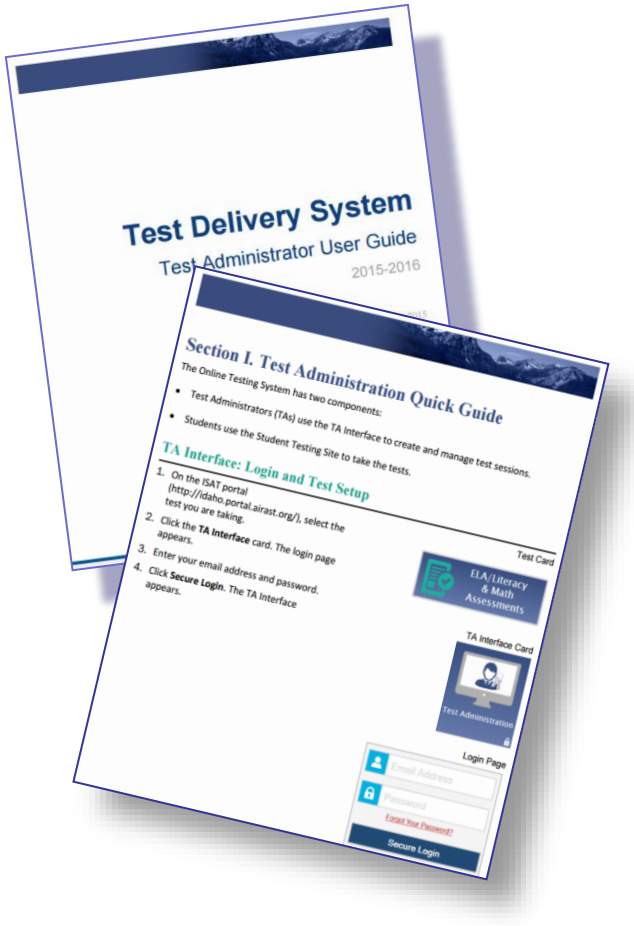
Back to Login

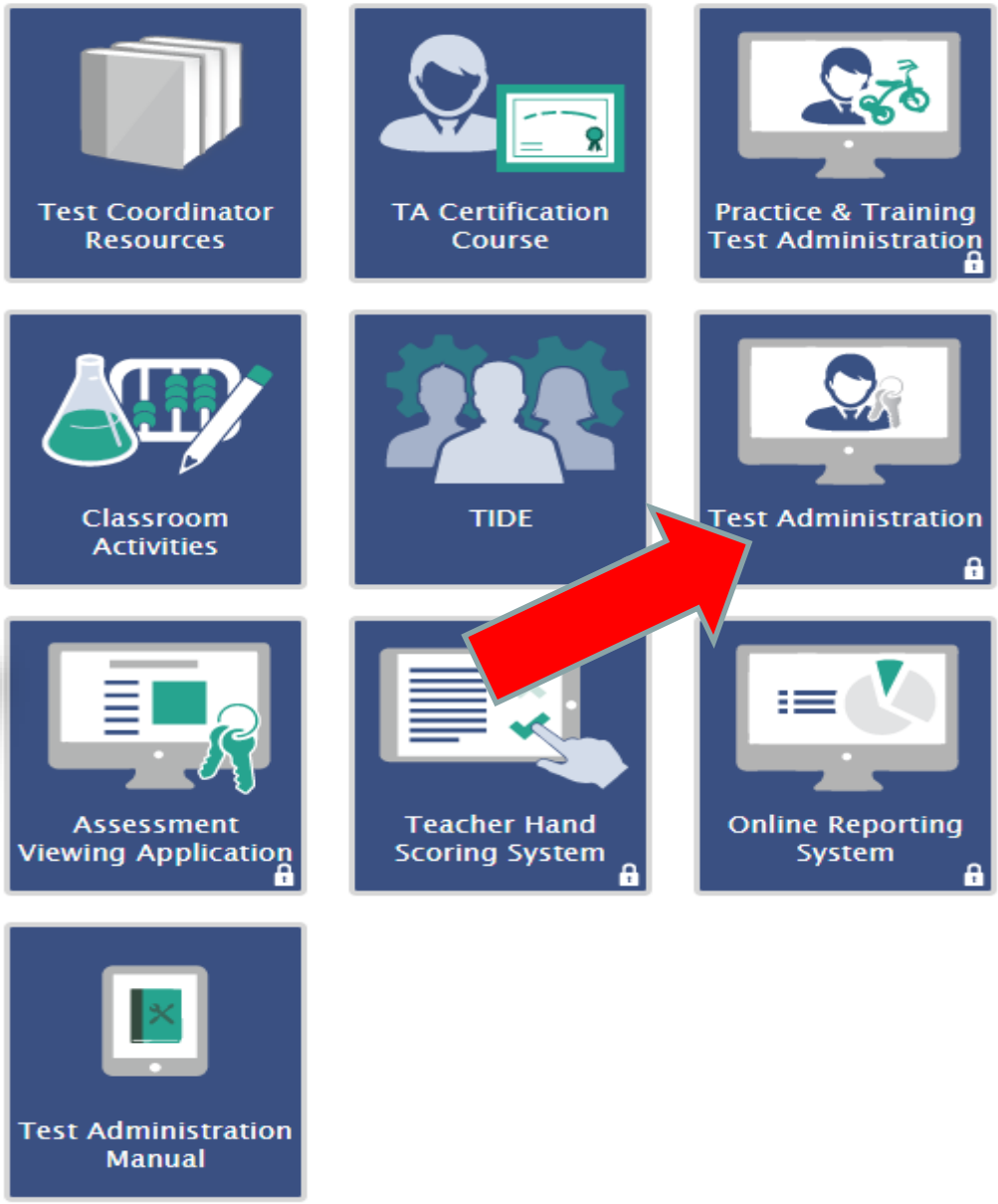
Giving an Assessment

Interim Test Administration Manual

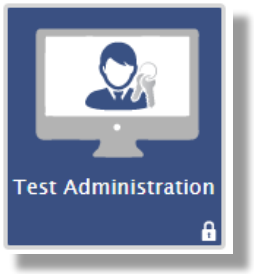


The ISAT Portal

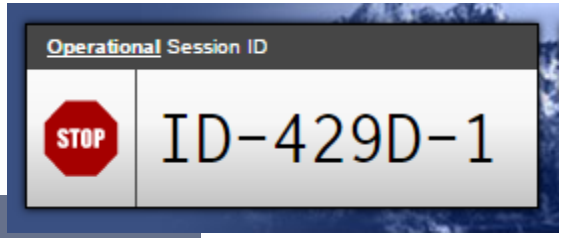


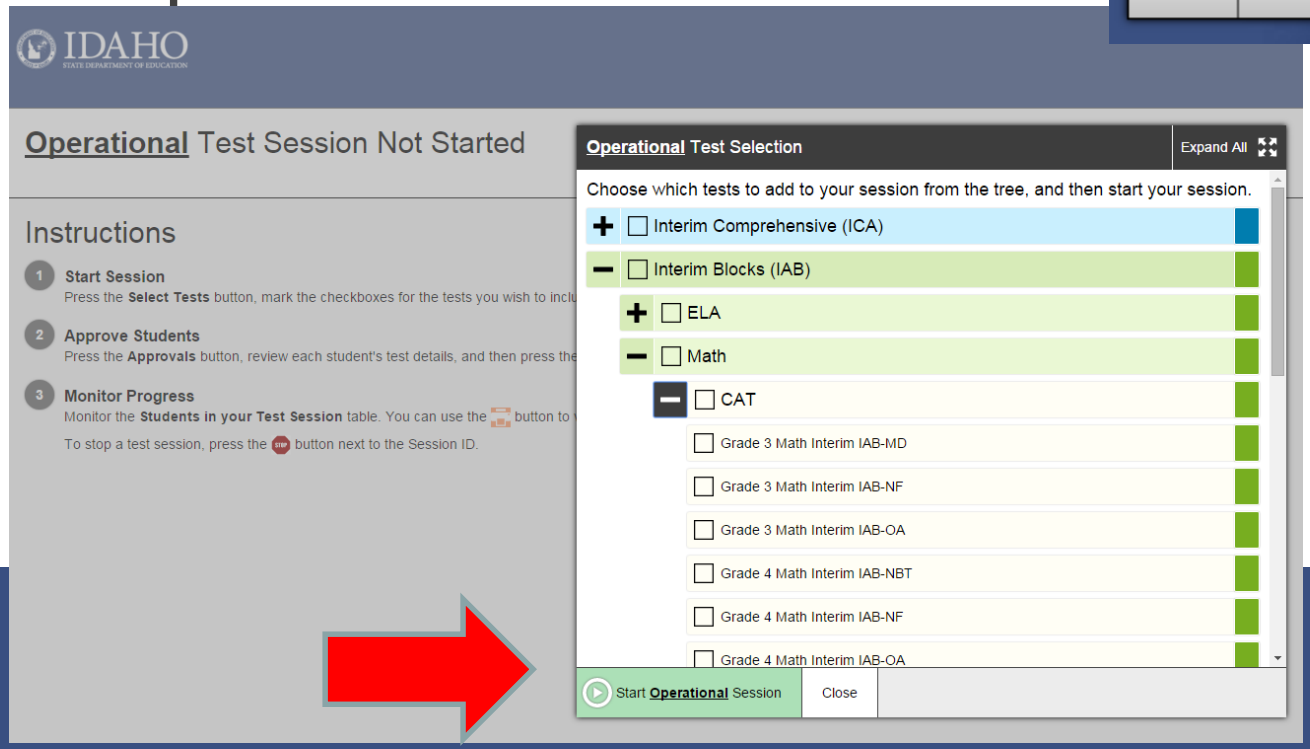


TEST DELIVERY SYSTEM

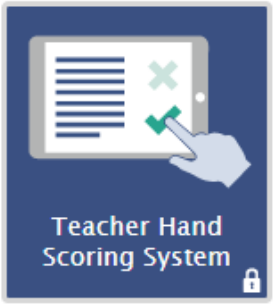


- Sign in to Test Administration with a TE role (or SC, DC)
- Students log in to secure browser
  - Enter first name, EDUID, and test session ID
- Choose test(s) to make available
- Start Operational Session

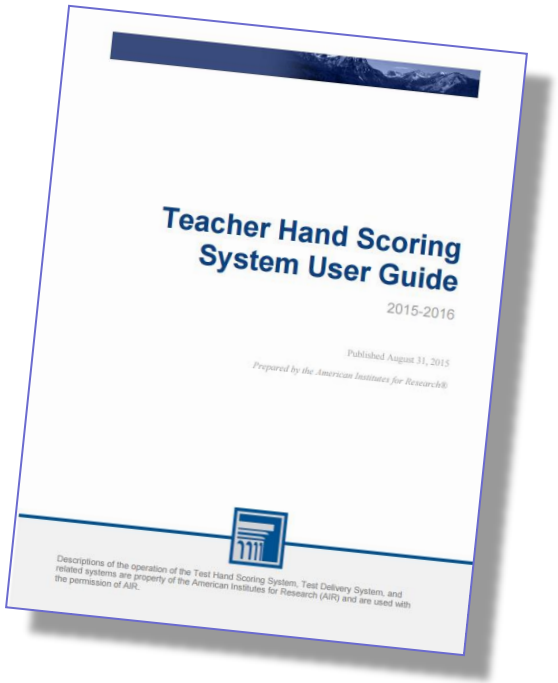




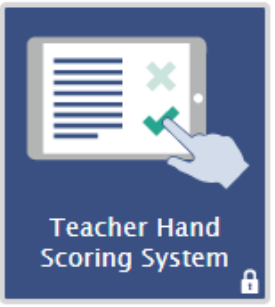
After Testing:
Score non-computer scored items



- All user roles in TIDE can score items
- Items assigned by default to who administered the test
- SCs and DCs can assign items for others to score
- Provided with each item to be scored
  - Scoring Guide and/or Rubric
  - Student exemplars, sample responses
- All scoring is through the online THSS system
- The “full write” portion of Performance Task in ELA has the option of Artificial Intelligence Scoring (ICA/IAB)



Response list page



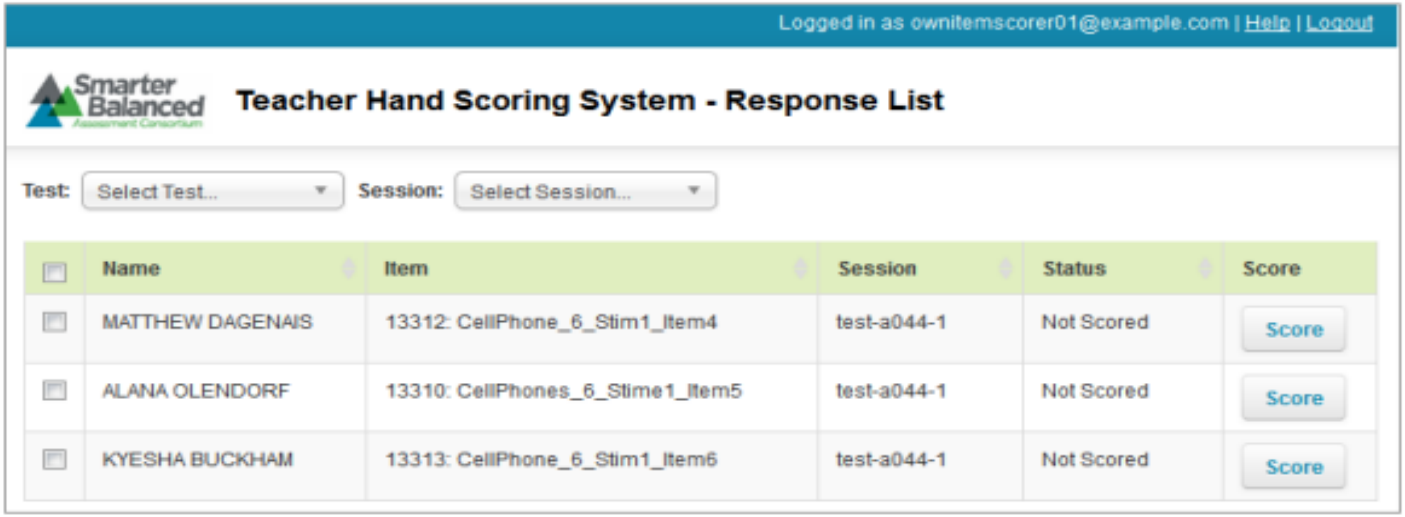
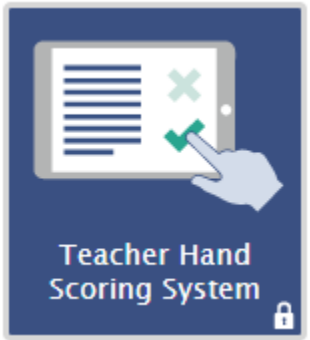


Figure 4. Response List Page (Bottom)

Assessments that have items to score



Subject	Grade	Test Name	Short Ans	Short Ans	Essay	N items
ELA	3	Interim Comprehensive Assessment - Grade 3	3	2	1	47
ELA	4	Interim Comprehensive Assessment - Grade 4	3	2	1	48
ELA	5	Interim Comprehensive Assessment - Grade 5	3	2	1	47
ELA	6	Interim Comprehensive Assessment - Grade 6	3	2	1	49
ELA	7	Interim Comprehensive Assessment - Grade 7	3	2	1	49
ELA	8	Interim Comprehensive Assessment - Grade 8	3	2	1	49
ELA	11	Interim Comprehensive Assessment - Grade 11	3	2	1	46
Mathematics	3	Mathematics Interim Comprehensive Assessment - Grade 3	0	4	0	37
Mathematics	4	Mathematics Interim Comprehensive Assessment - Grade 4	0	3	0	36
Mathematics	5	Mathematics Interim Comprehensive Assessment - Grade 5	0	2	0	37
Mathematics	6	Mathematics Interim Comprehensive Assessment - Grade 6	0	2	0	36
Mathematics	7	Mathematics Interim Comprehensive Assessment - Grade 7	0	2	0	37
Mathematics	8	Mathematics Interim Comprehensive Assessment - Grade 8	0	2	0	37
Mathematics	11	Mathematics Interim Comprehensive Assessment - Grade 11	1	4	0	39

Subject	Grade	Test Name	Short Ans	Essay	N Items
ELA	3	Reading Literary Text	1		15
ELA	3	Reading Informational Text	1		16
ELA	3	Edit and Revise	0		15
ELA	3	Brief Writes	6		6
ELA	3	Listen and Interpret	0		15
ELA	3	Research	0		17
ELA	3	Opinion Performance Task	2	1	4
ELA	4	Reading Literary Text	1		15
ELA	4	Reading Informational Text	1		14
ELA	4	Edit and Revise	0		16
ELA	4	Brief Writes	6		6
ELA	4	Listen and Interpret	0		15
ELA	4	Research	0		18
ELA	4	Narrative Performance Task	2	1	4
ELA	5	Reading Literary Text	1		15
ELA	5	Reading Informational Text	1		15
ELA	5	Edit and Revise	0		13
ELA	5	Brief Writes	6		6
ELA	5	Listen and Interpret	0		14
ELA	5	Research	0		17
ELA	5	Narrative Performance Task	2	1	4
ELA	6	Reading Literary Text	1		15
ELA	6	Reading Informational Text	1		16
ELA	6	Edit and Revise	0		18
ELA	6	Brief Writes	6		6
ELA	6	Listen and Interpret	0		15
ELA	6	Research	0		18
ELA	6	Argument Performance Task	2	1	4
ELA	7	Reading Literary Text	1		16
ELA	7	Reading Informational Text	1		16
ELA	7	Edit and Revise	0		17
ELA	7	Brief Writes	6		6
ELA	7	Listen and Interpret	0		15
ELA	7	Research	0		15
ELA	7	Argument Performance Task	2	1	4
ELA	8	Reading Literary Text	1		16
ELA	8	Reading Informational Text	1		16
ELA	8	Edit and Revise	0		14
ELA	8	Brief Writes	6		6
ELA	8	Listen and Interpret	0		15
ELA	8	Research	0		17

Interim Assessment Item Counts

- Shows total number of items
- Shows number of items to be human-scored

Reporting of Interim Assessment data Online Reporting System & AIR Ways

idaho.portal.airast.org

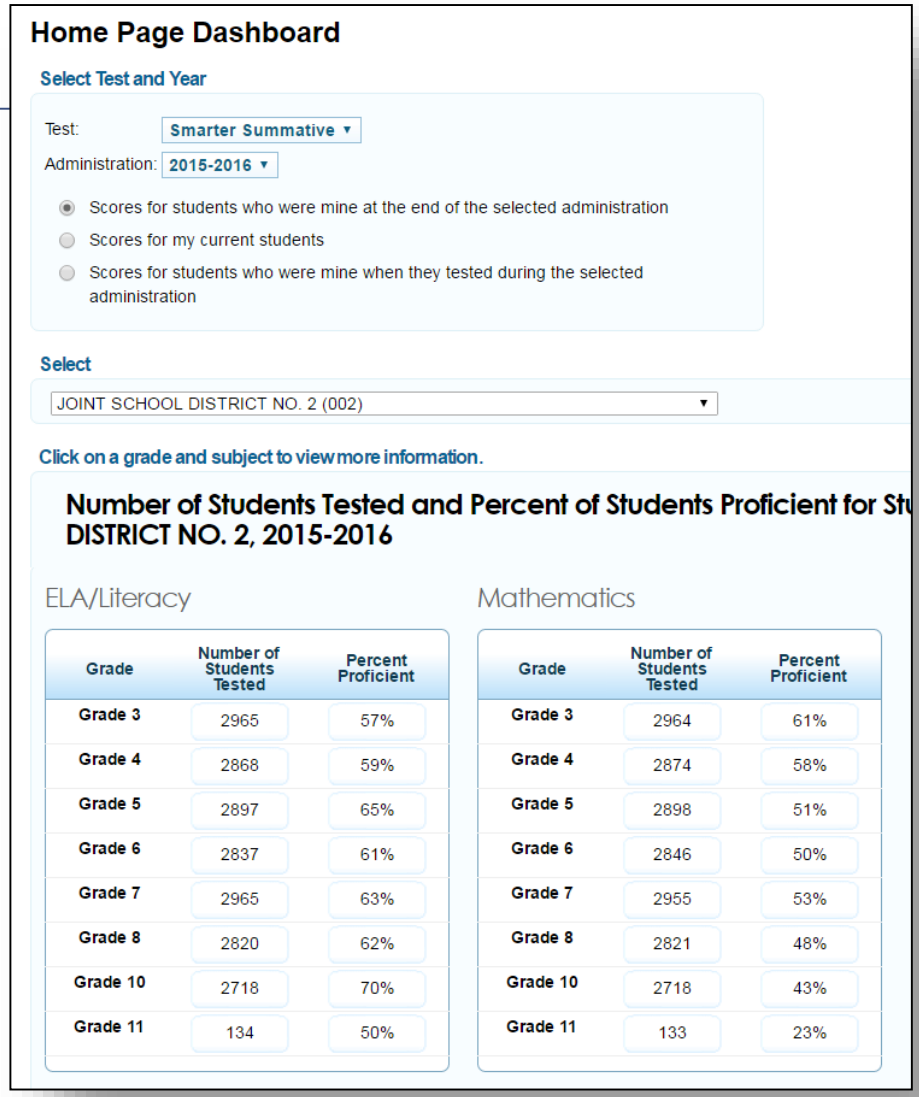
Access to Reporting

1. The Online Reporting System in the Idaho Portal (AIR)

2. Five Role Levels of Provisioning

3. Students, Teachers, and Rosters
   75% (125) districts have teachers in TIDE
   57% (71) of those districts have rosters
   43% total districts have rosters made

4. Test, year and group of students



Home Page Dashboard

Select Test and Year

Test: Smarter Summative

Administration: 2015-2016

- (•) Scores for students who were mine at the end of the selected administration
- ( ) Scores for my current students
- ( ) Scores for students who were mine when they tested during the selected administration

Select

JOINT SCHOOL DISTRICT NO. 2 (002)

Click on a grade and subject to view more information.

Number of Students Tested and Percent of Students Proficient for St DISTRICT NO. 2, 2015-2016

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	2965	57%
Grade 4	2868	59%
Grade 5	2897	65%
Grade 6	2837	61%
Grade 7	2965	63%
Grade 8	2820	62%
Grade 10	2718	70%
Grade 11	134	50%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	2964	61%
Grade 4	2874	58%
Grade 5	2898	51%
Grade 6	2846	50%
Grade 7	2955	53%
Grade 8	2821	48%
Grade 10	2718	43%
Grade 11	133	23%

Formative Assessment Cycle

Use student data to plan forward…

Impact learning while there is still time to change the outcome

Teacher use of the data

1. Understand Claims and Targets
2. In the Fall, start with summative data of current students; big picture, helps define Interim use
3. Integrate blocks into instructional sequences and curriculum
4. Use specific supports to cross over into content; how does each assessment target look in the classroom?
    - Item Specifications Documents (SDE Website)
    - Digital Library

Claims

Four in each content area
(only 3 reported in math)

Broad statements of the assessment system's learning outcomes

ELA/Literacy Claim #1
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

What we claim to be true if students show us specific evidence of learning

Content Specifications, pg. 3

Targets

Descriptions of evidence needed to back up the Claim

Determine the intended meanings of words ...

Grades 3 – 5 Summative Assessment Targets, Claim #1

ELA/Literacy Claim # 1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

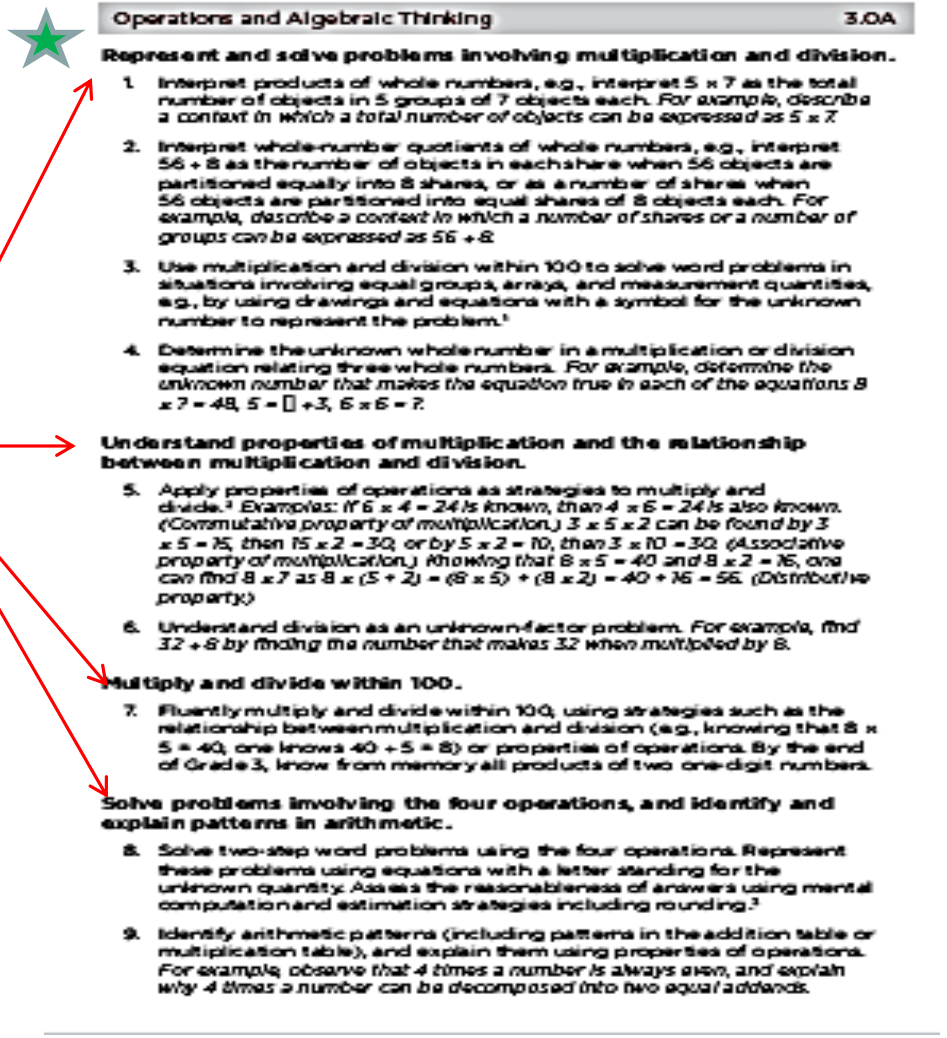
Grade 3	Grade 4	Grade 5
Literary Texts		
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., be… dictionary), with prim… on determining m… ed on context a… demic (tier 2) voc… mon to complex … disciplines. …Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5c (DOK 1, DOK 2)	Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 4 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2)	Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 5 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2)
RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
L-4a Use sentence-level context as a clue to the meaning of a word or phrase.	L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word …	L-4a Use context (e.g., cause/effect …
L-4b Determine the meaning of the new word formed when a known …		

ELA /Literacy

Assessment targets come from the Anchor Standards

Math

Assessment targets come from the Cluster Headings



Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

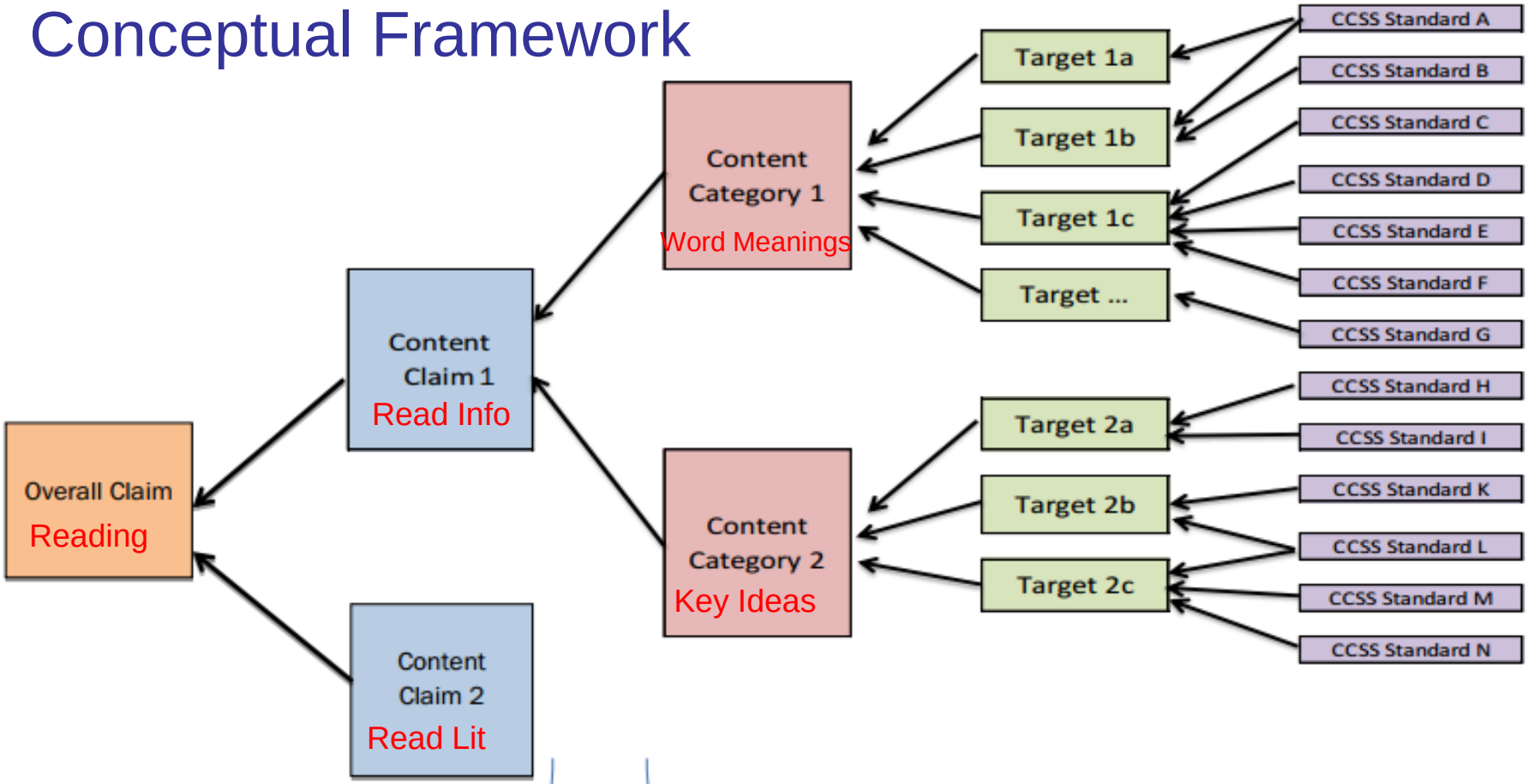
Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

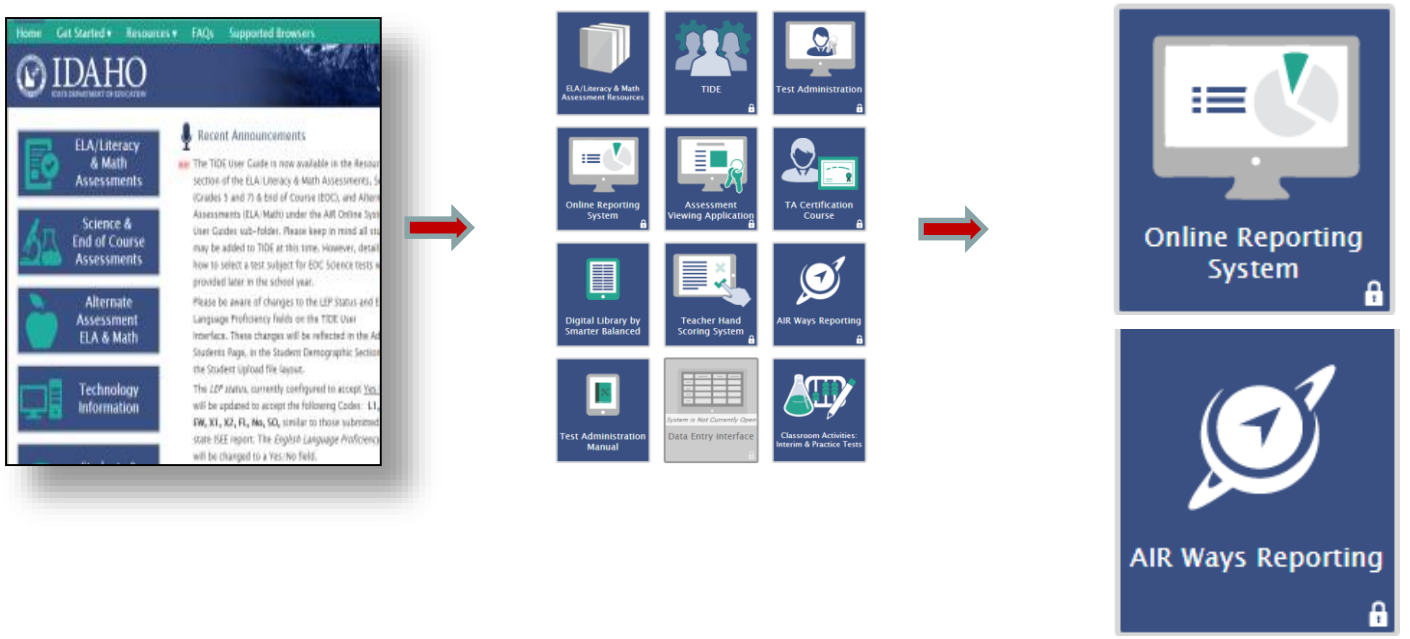
Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Claims, Content Categories, Assessment Targets, and Standards Conceptual Framework

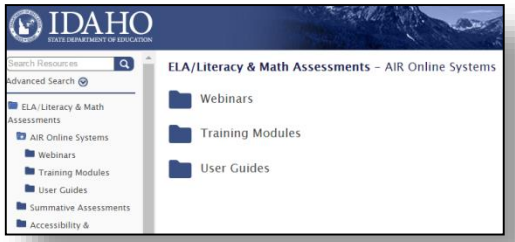


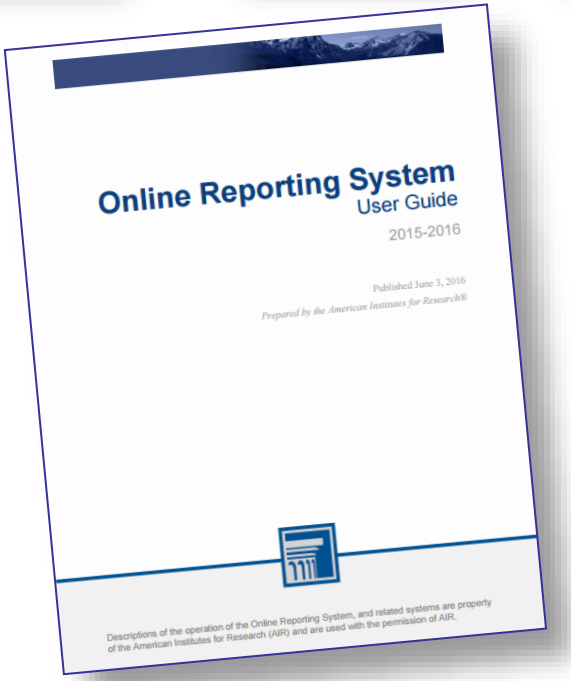
Reporting Systems: *idaho.portal.airast.org*

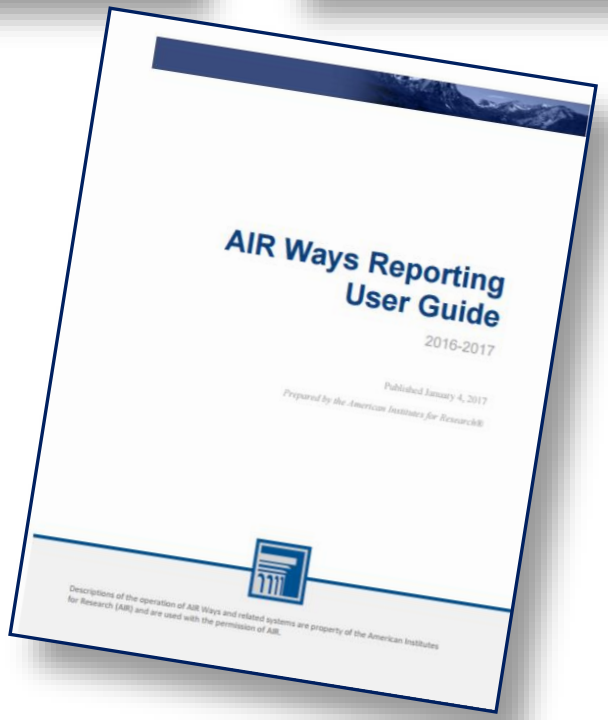


Interim Assessment data is reported in the Online Reporting System (ORS) and AIR Ways

Support materials for reporting: *idaho.portal.airast.org*







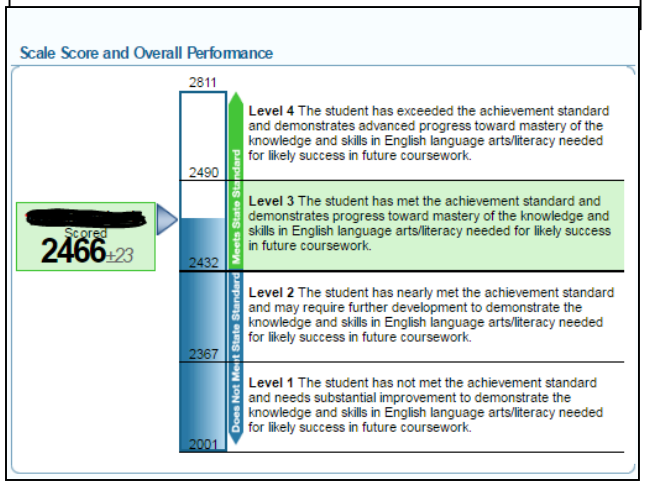
idaho.portal.airast.org

The Online Reporting System

- Summative Data
- Interim Data
- District, School, Teacher, Roster, Student
- Claims, Targets, and Block Performance
- Individual student response points by item
- Trend Data

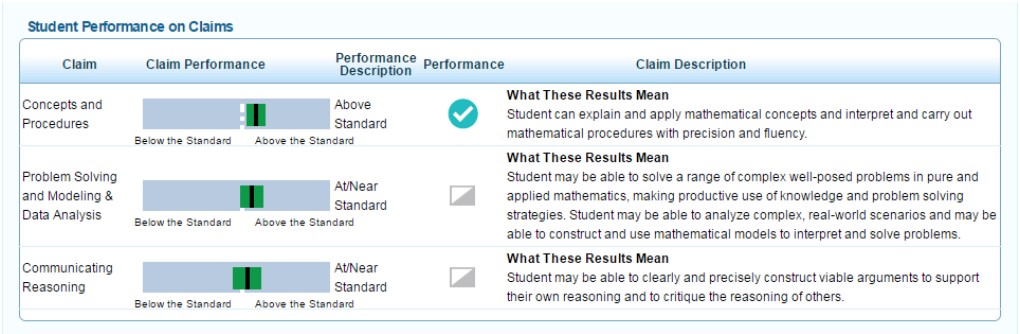
Proficiency

Achievement Levels 1-4



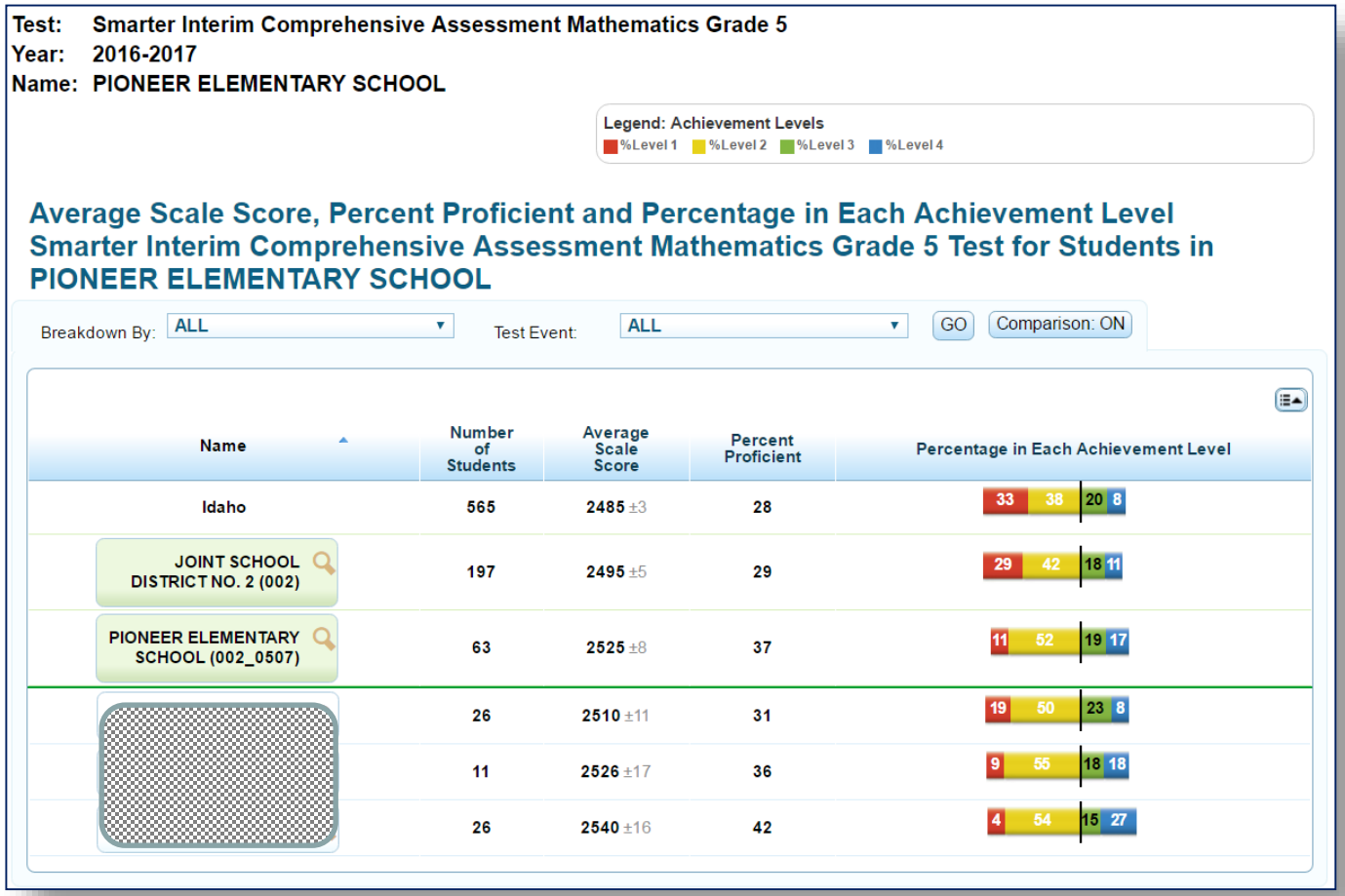
Performance

Scale Score	Achievement Level	Reading Achievement Category	Writing Achievement Category	Listening Achievement Category	Research/Inquir Achievement Category
2632 ±26	4	✓	✓	✓	✓
2538 ±24	3	✓			
2564 ±23	3			✓	✓
2561 ±24	3		✓		✓
2463 ±27	2				
2477 ±26	2			!	
2427 ±23	1	!	!	!	
2433 ±23	1	!	!		
2451 ±24	2				!
2517 ±27	3			✓	
2473 ±25	2		!		



School Leaders:

Are there trends?



Test: Smarter Interim Comprehensive Assessment Mathematics Grade 5
Year: 2016-2017
Name: PIONEER ELEMENTARY SCHOOL

Legend: Achievement Levels
%Level 1 %Level 2 %Level 3 %Level 4

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Interim Comprehensive Assessment Mathematics Grade 5 Test for Students in PIONEER ELEMENTARY SCHOOL

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	565	2485 ±3	28	33 38 20 8
JOINT SCHOOL DISTRICT NO. 2 (002)	197	2495 ±5	29	29 42 18 11
PIONEER ELEMENTARY SCHOOL (002_0507)	63	2525 ±8	37	11 52 19 17
[redacted]	26	2510 ±11	31	19 50 23 8
	11	2526 ±17	36	9 55 18 18
	26	2540 ±16	42	4 54 15 27

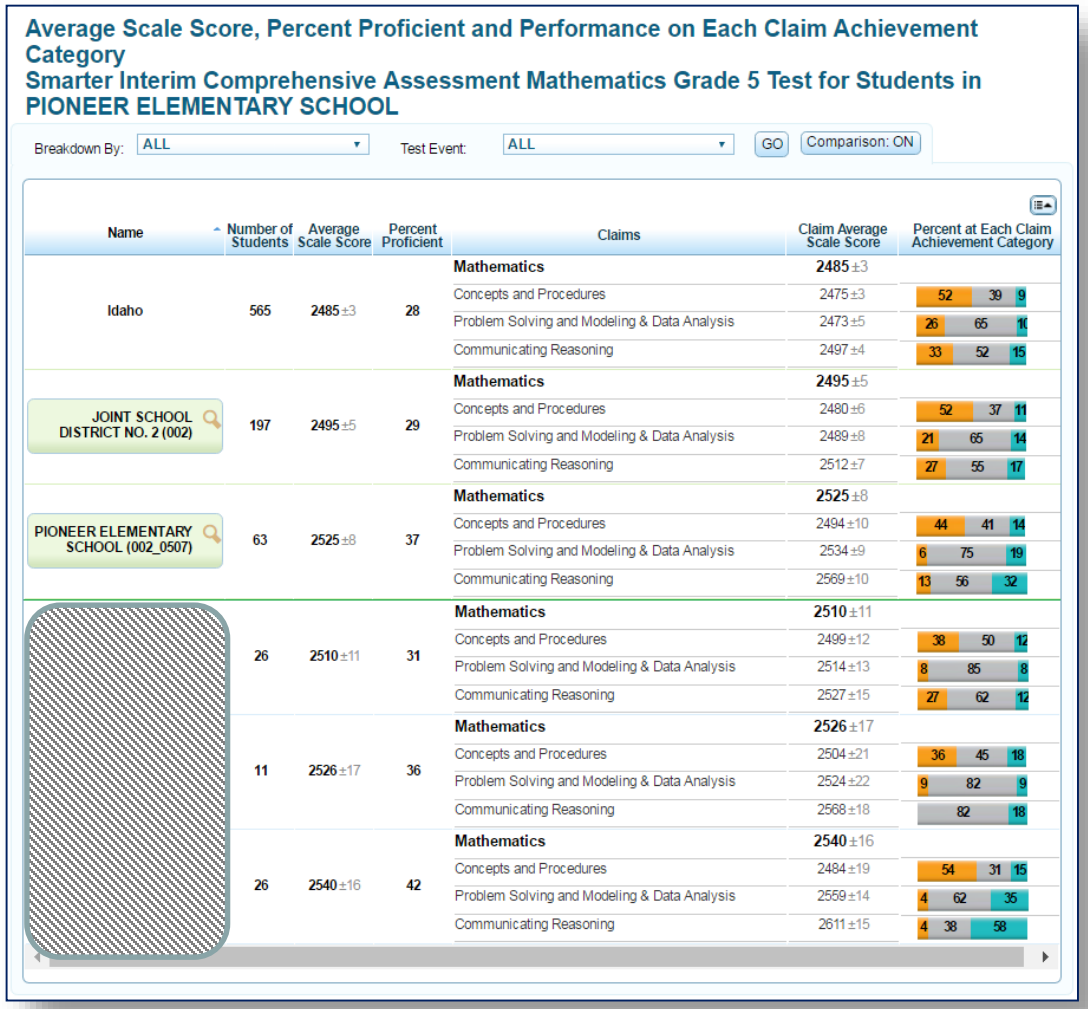
Grade level achievement

- Is there a content area that is better / worse?
- A grade level that is better / worse?

You can talk about WHY but more importantly, what will you do next?

School Leaders:

Are there trends?



Average Scale Score, Percent Proficient and Performance on Each Claim Achievement Category
Smarter Interim Comprehensive Assessment Mathematics Grade 5 Test for Students in PIONEER ELEMENTARY SCHOOL

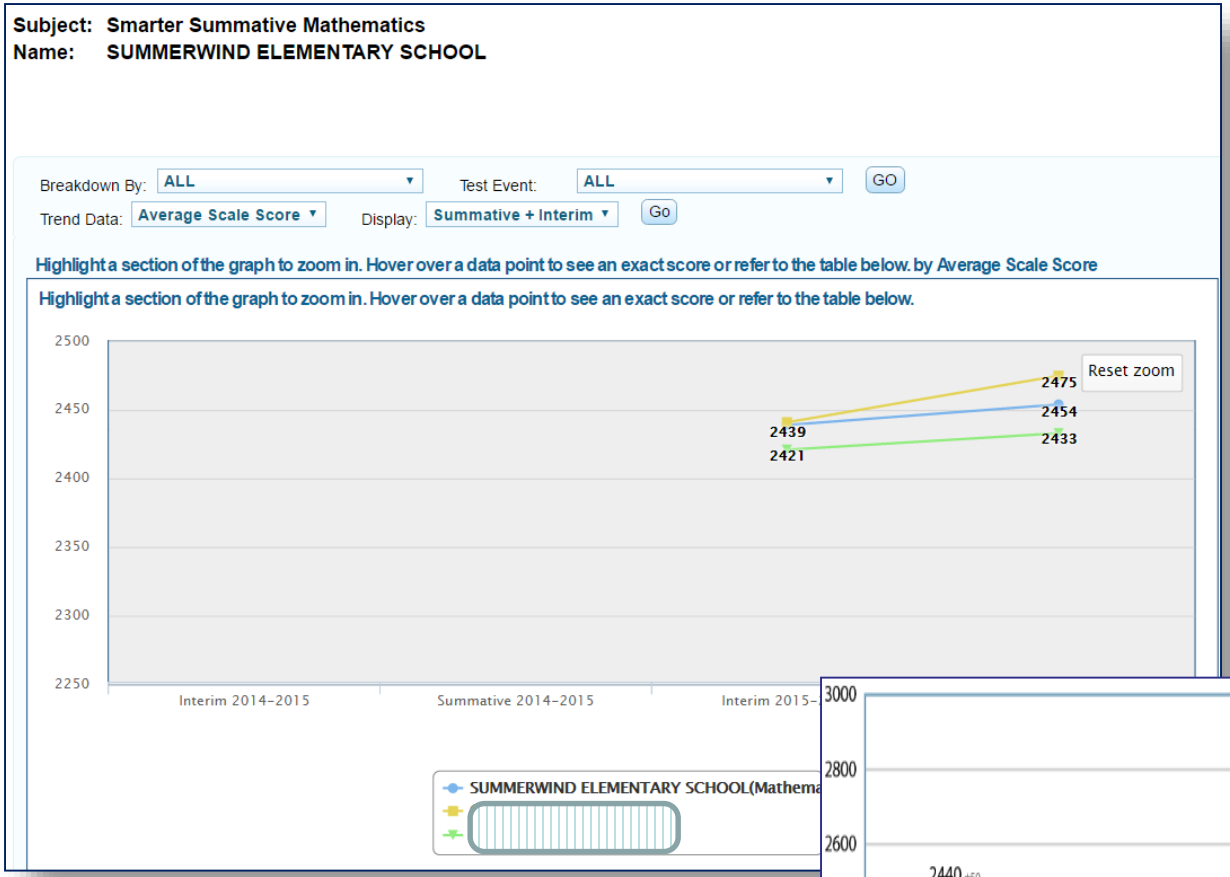
Breakdown By: ALL | Test Event: ALL | GO | Comparison: ON

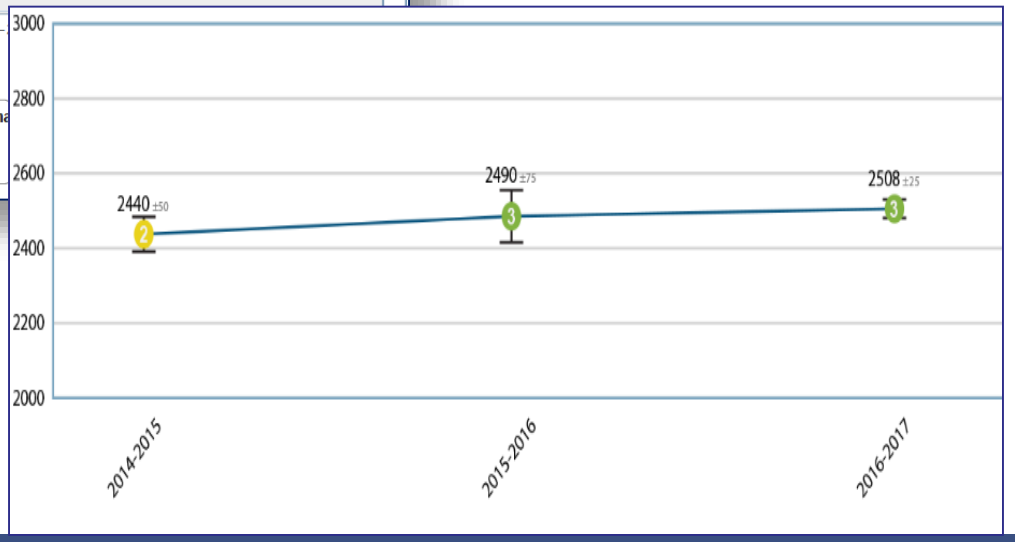
Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Claim Average Scale Score	Percent at Each Claim Achievement Category
Idaho	565	2485 ±3	28	**Mathematics**	**2485** ±3	
				Concepts and Procedures	2475 ±3	52 39 9
				Problem Solving and Modeling & Data Analysis	2473 ±5	26 65 10
				Communicating Reasoning	2497 ±4	33 52 15
JOINT SCHOOL DISTRICT NO. 2 (002)	197	2495 ±5	29	**Mathematics**	**2495** ±5	
				Concepts and Procedures	2480 ±6	52 37 11
				Problem Solving and Modeling & Data Analysis	2489 ±8	21 65 14
				Communicating Reasoning	2512 ±7	27 55 17
PIONEER ELEMENTARY SCHOOL (002_0507)	63	2525 ±8	37	**Mathematics**	**2525** ±8	
				Concepts and Procedures	2494 ±10	44 41 14
				Problem Solving and Modeling & Data Analysis	2534 ±9	6 75 19
				Communicating Reasoning	2569 ±10	13 56 32
[redacted]	26	2510 ±11	31	**Mathematics**	**2510** ±11	
				Concepts and Procedures	2499 ±12	38 50 12
				Problem Solving and Modeling & Data Analysis	2514 ±13	8 85 8
				Communicating Reasoning	2527 ±15	27 62 12
	11	2526 ±17	36	**Mathematics**	**2526** ±17	
				Concepts and Procedures	2504 ±21	36 45 18
				Problem Solving and Modeling & Data Analysis	2524 ±22	9 82 9
				Communicating Reasoning	2568 ±18	82 18
	26	2540 ±16	42	**Mathematics**	**2540** ±16	
				Concepts and Procedures	2484 ±19	54 31 15
				Problem Solving and Modeling & Data Analysis	2559 ±14	4 62 35
				Communicating Reasoning	2611 ±15	4 38 58

Grade level achievement by claim/roster

- Scale scores for each claim
- Comparison to district and state
- Overall performance categories

Trend Report: ICA to ISAT





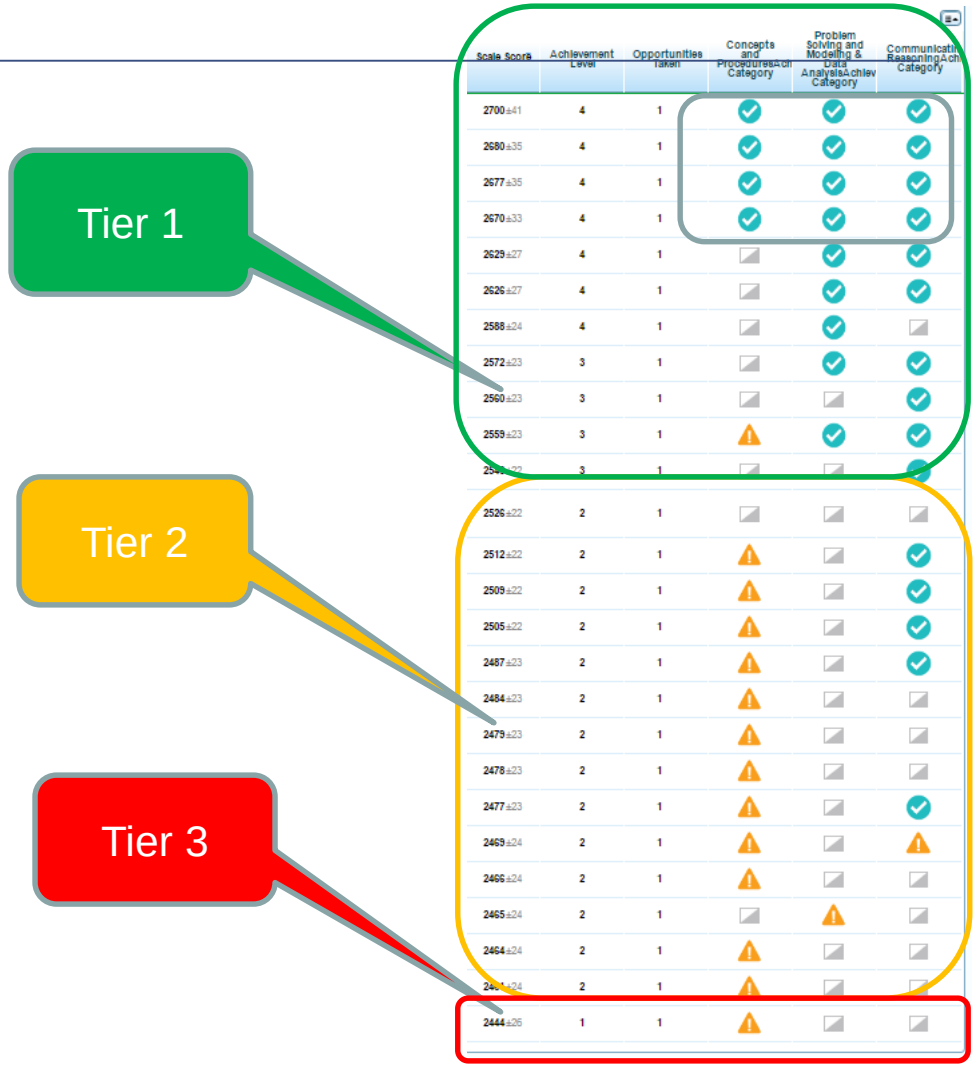
New Trend Graph on Summative ISR

Teachers:

Claim Report for <u>current</u> students on ICA this year:

- Shows overall makeup of the class
- Verify with other reliable data
- What does this tell you?
- Will instruction differ for those at level 4 and level 1?

*To see current students the TE needs to have a roster that includes them.



As Teachers:

Look at <u>current</u> students:

- Class report from Interim Comprehensive Assessment by Item/Target

Shows percent of students correct and incorrect for each item.

Implementation Guidance:
Consider using mid-year *or* beginning of the year for students with no previous ISAT score

Item Number with Associated Target and Performance on Each Test Item
Smarter Interim Comprehensive Assessment Mathematics Grade 5 Test for Students in

Item #/Target	Percent 0 Points Earned	Percent 1 Point Earned	Percent 2 Points Earned	Percent 3 Points Earned	Percent 4 Points Earned
Concepts and Procedures					
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	35	65	0	0	0
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. - Point(s) Possible: 1 Point	35	65	0	0	0
4. Graph points on the coordinate plane to solve real-world and mathematical problems. - Point(s) Possible: 1 Point	50	50	0	0	0
7. Understand the place value system. - Point(s) Possible: 1 Point	62	38	0	0	0
8. Analyze patterns and relationships. - Point(s) Possible: 1 Point	42	58	0	0	0
9. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	46	54	0	0	0
10. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	42	58	0	0	0
11. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
13. Understand the place value system. - Point(s) Possible: 1 Point	42	58	0	0	0
14. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	46	54	0	0	0
15. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	42	58	0	0	0
16. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	69	31	0	0	0
19. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
20. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	46	54	0	0	0
21. Understand the place value system. - Point(s) Possible: 1 Point	65	35	0	0	0
22. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	81	19	0	0	0
23. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	58	42	0	0	0
25. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	69	31	0	0	0
26. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	50	50	0	0	0
27. Analyze patterns and relationships. - Point(s) Possible: 1 Point	58	42	0	0	0
Problem Solving and Modeling & Data Analysis					
6. State logical assumptions being used. - Point(s) Possible: 1 Point	27	73	0	0	0
24. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	77	23	0	0	0
29. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	69	31	0	0	0
30. Select and use appropriate tools strategically. - Point(s) Possible: 1 Point	58	42	0	0	0
31. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	81	19	0	0	0
[Performance Task] 1. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	50	50	0	0	0
[Performance Task] 2. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	88	12	0	0	0
[Performance Task] 3. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). - Point(s) Possible: 2 Points	4	8	88	0	0

ICA Individual Student Report

Achievement Level
Proficiency Category
Comparison Scores
Claim Performance Range
Writing Performance
Trend Graph

Individual Student Report

How did my student perform on the Mathematics test?

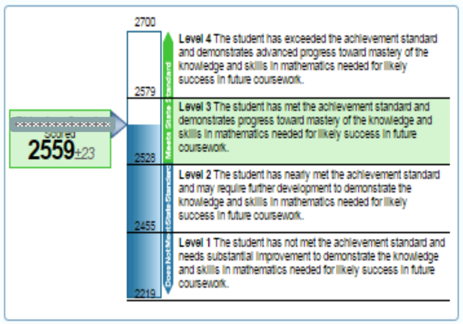
Test: Smarter Interim Comprehensive Assessment Mathematics Grade 5
Year: 2016-2017
Name: [redacted]

Legend: Claim Achievement Category — Below Standard | At/Near Standard | Above Standard

Student Test Performance

Name	EDUID	Opportunity	Scale Score	Achievement Level
[redacted]	773289596	Opportunity #1 9/8/2016	2559±23	Level 3

Scale Score and Overall Performance



Comparison Scores

Name	Average Scale Score
Idaho	2485±3
JOINT SCHOOL DISTRICT NO. 2 (002)	2495±5
PIONEER ELEMENTARY SCHOOL (002_0507)	2525±8

Student Test Performance

Claim	Claim Performance	Claim Description
Concepts and Procedures	Below Standard	**What These Results Mean** Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Above Standard	**What These Results Mean** Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	Above Standard	**What These Results Mean** Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Student Performance on Each Test Item Smarter ICA Test

Item #/Target	Points Earned	Points Possible
Concepts and Procedures		
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	0	1
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. - Point(s) Possible: 1 Point	1	1
4. Graph points on the coordinate plane to solve real-world and mathematical problems. - Point(s) Possible: 1 Point	1	1
7. Understand the place value system. - Point(s) Possible: 1 Point	1	1
8. Analyze patterns and relationships. - Point(s) Possible: 1 Point	0	1
9. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	1	1
10. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	0	1
11. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	1	1
13. Understand the place value system. - Point(s) Possible: 1 Point	1	1
14. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	0	1
15. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	0	1
16. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	0	1
19. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	0	1
20. Classify two-dimensional figures into categories based on their properties. - Point(s) Possible: 1 Point	0	1
21. Understand the place value system. - Point(s) Possible: 1 Point	1	1
22. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. - Point(s) Possible: 1 Point	0	1
23. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	0	1
25. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. - Point(s) Possible: 1 Point	0	1
26. Use equivalent fractions as a strategy to add and subtract fractions. - Point(s) Possible: 1 Point	1	1
27. Analyze patterns and relationships. - Point(s) Possible: 1 Point	0	1
Problem Solving and Modeling & Data Analysis		
6. State logical assumptions being used. - Point(s) Possible: 1 Point	1	1
24. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	0	1
29. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	0	1
30. Select and use appropriate tools strategically. - Point(s) Possible: 1 Point	0	1
31. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. - Point(s) Possible: 1 Point	0	1
[Performance Task] 1. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	1	1
[Performance Task] 2. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	1	1
[Performance Task] 3. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). - Point(s) Possible: 2 Points	2	2
[Performance Task] 4. Apply mathematics to solve problems arising in everyday life, society, and the workplace. - Point(s) Possible: 3 Points	3	3
Communicating Reasoning		
3. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. - Point(s) Possible: 2 Points	2	2
5. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. - Point(s) Possible: 1 Point	1	1
12. Test propositions or conjectures with specific examples. - Point(s) Possible: 1 Point	0	1
17. State logical assumptions being used. - Point(s) Possible: 1 Point	0	1
18. Use the technique of breaking an argument into cases. - Point(s) Possible: 1 Point	1	1
28. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. - Point(s) Possible: 1 Point	1	1
[Performance Task] 5. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. - Point(s) Possible: 1 Point	1	1
[Performance Task] 6. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. - Point(s) Possible: 2 Points	2	2

District Report: Interim Block Assessments

Home Page Dashboard

Select Test and Year

Test: Smarter IAB

Administration: 2016-2017

- (•) Scores for students who were mine at the end of the selected administration
- ( ) Scores for my current students
- ( ) Scores for students who were mine when they tested during the selected administration

Select

JOINT SCHOOL DISTRICT NO. 2 (002)

Click on a grade and subject to view more information.

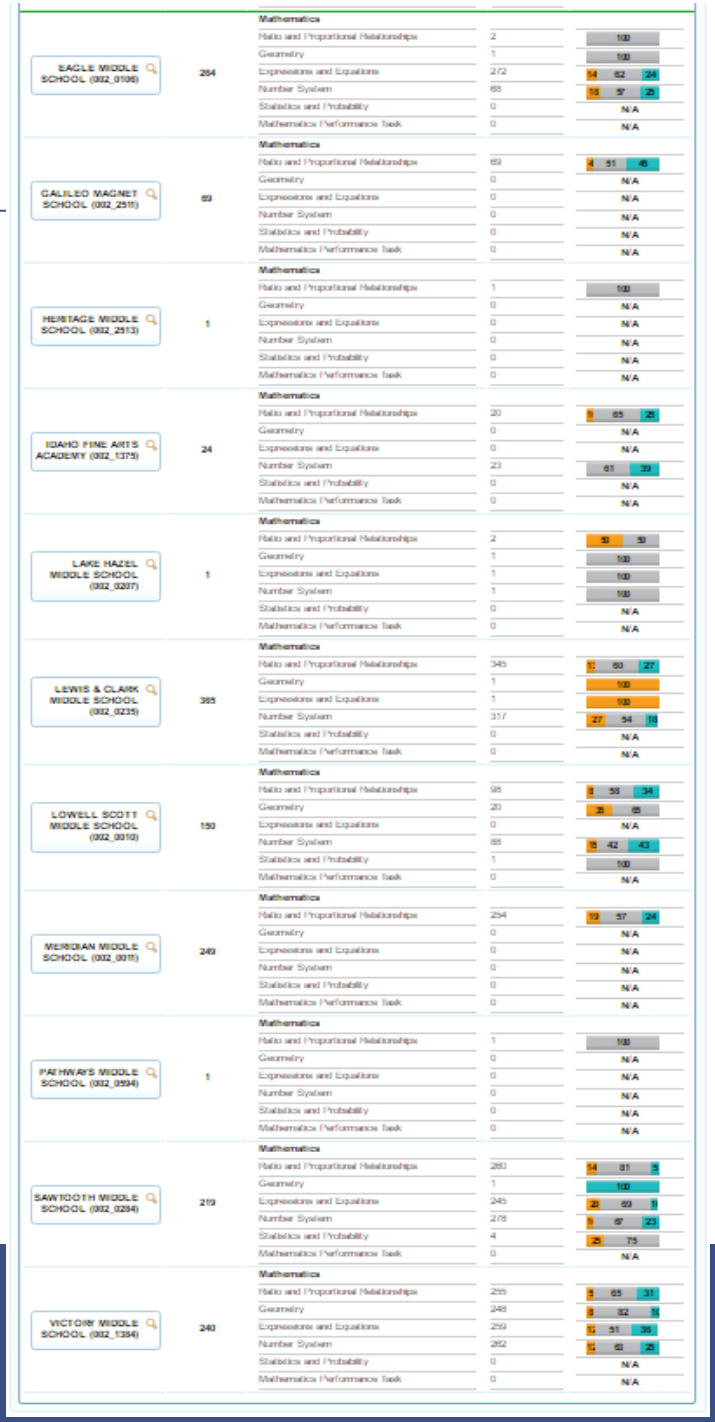
Number of Students Tested at Least One Block in JOINT SCHOOL DISTRICT

ELA/Literacy

Grade	Number of Students Tested at Least One Block
Grade 3	435
Grade 4	838
Grade 5	566
Grade 6	461
Grade 7	451
Grade 8	420
Grade 11	1

Mathematics

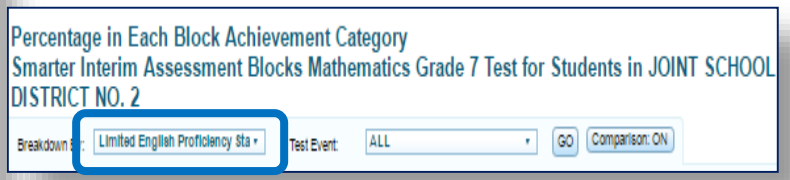
Grade	Number of Students Tested at Least One Block
Grade 3	617
Grade 4	965
Grade 5	884
Grade 6	1424
Grade 7	1583
Grade 8	1309



School Report: IAB, by teacher or student

EAGLE MIDDLE SCHOOL (002_0106)	264	**Mathematics**		
		Ratio and Proportional Relationships	2	100
		Geometry	1	100
		Expressions and Equations	272	14 62 24
		Number System	68	18 57 25
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
	1	**Mathematics**		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
		Expressions and Equations	1	100
		Number System	0	N/A
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
	2	**Mathematics**		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
		Expressions and Equations	2	100
		Number System	1	100
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
	12	**Mathematics**		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
		Expressions and Equations	12	50 50
		Number System	10	70 30
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
	116	**Mathematics**		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
		Expressions and Equations	124	13 69 18
		Number System	0	N/A
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A

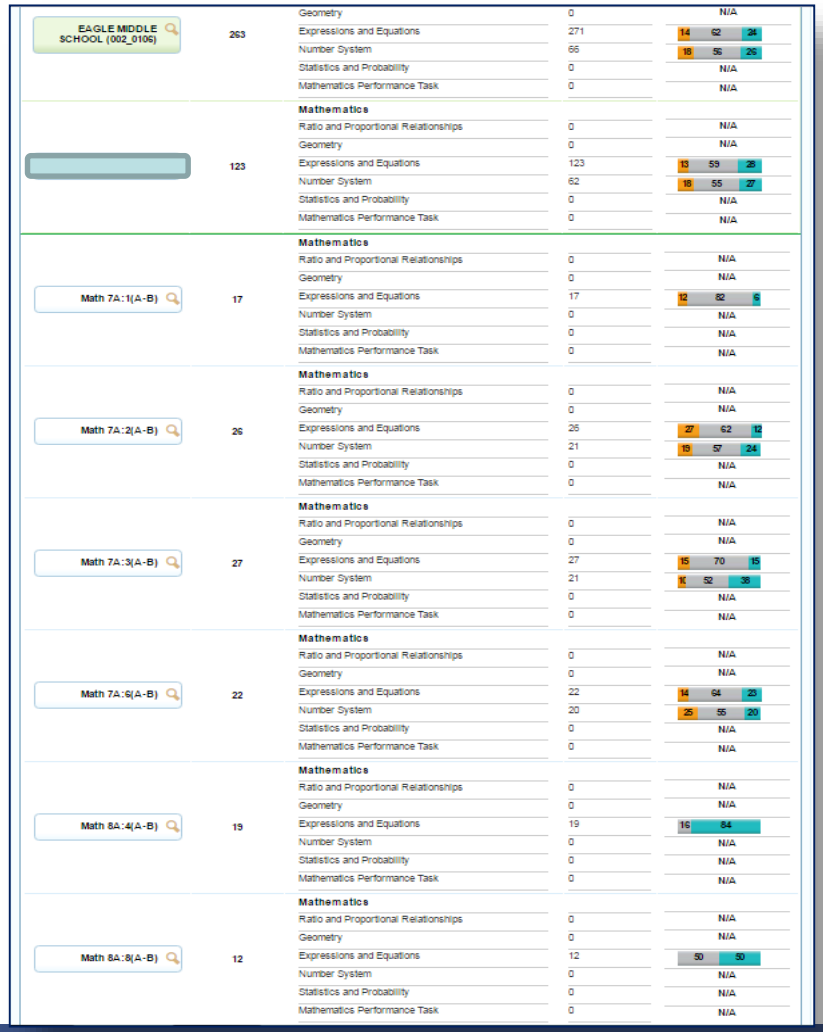
Breakdown by: LEP



EAGLE MIDDLE SCHOOL (002_0106)	No	**Mathematics**		
		Ratio and Proportional Relationships	2	100
		Geometry	1	100
		Expressions and Equations	266	14 61 25
		Number System	67	18 57 25
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
EAGLE MIDDLE SCHOOL (002_0106)	Yes	**Mathematics**		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
		Expressions and Equations	6	17 83
		Number System	1	100
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A

Interim Blocks: A next step to get additional data

Block Report by Roster for teacher at Eagle Middle School:



EAGLE MIDDLE SCHOOL (002_0106)	263	Geometry	0	N/A
		Expressions and Equations	271	14 62 24
		Number System	66	18 56 26
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
[redacted]	123	Expressions and Equations	123	13 59 28
		Number System	62	18 55 27
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 7A:1(A-B)	17	Expressions and Equations	17	12 82 6
		Number System	0	N/A
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 7A:2(A-B)	26	Expressions and Equations	26	27 62 12
		Number System	21	19 57 24
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 7A:3(A-B)	27	Expressions and Equations	27	15 70 15
		Number System	21	10 52 38
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 7A:6(A-B)	22	Expressions and Equations	22	14 64 23
		Number System	20	25 55 20
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 8A:4(A-B)	19	Expressions and Equations	19	16 84
		Number System	0	N/A
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A
		Mathematics		
		Ratio and Proportional Relationships	0	N/A
		Geometry	0	N/A
Math 8A:8(A-B)	12	Expressions and Equations	12	50 50
		Number System	0	N/A
		Statistics and Probability	0	N/A
		Mathematics Performance Task	0	N/A

Legend: Block Achievement Category

Below Standard | At/Near Standard | Above Standard

Breakdown By: ALL

Test Event: ALL

Comparison Scores

Name	Number of Students Tested at Least One Block
Idaho	4079
JOINT SCHOOL DISTRICT NO. 2 (002)	1583
EAGLE MIDDLE SCHOOL (002_0106)	264
[redacted]	123
Math 7A:6(A-B)	22

Ratio and Proportional Relationships Category	Geometry Ach Category	Expressions and Equations Ach Category	Number System Achie Category	Statistics and Probability Ac Category
N/A	N/A	✓	✓	N/A
N/A	N/A	✓	✓	N/A
N/A	N/A	✓	✓	N/A
N/A	N/A	✓		N/A
N/A	N/A		✓	N/A
N/A	N/A	✓		N/A
N/A	N/A			N/A
N/A	N/A			N/A
N/A	N/A			N/A
N/A	N/A		N/A	N/A
N/A	N/A		!	N/A
N/A	N/A	!		N/A
N/A	N/A		N/A	N/A
N/A	N/A			N/A
N/A	N/A		!	N/A
N/A	N/A			N/A
N/A	N/A	!	!	N/A
N/A	N/A		!	N/A
N/A	N/A			N/A
N/A	N/A		!	N/A
N/A	N/A	!		N/A
N/A	N/A			N/A

IAB reports: Class & Individual

SCHOOL

Expressions and Equations			
1. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	10	90	0
2. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	46	54	0
3. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	31	69	0
4. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	67	33	0
5. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	84	16	0
6. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	47	53	0
7. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	20	80	0
8. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. - Point(s) Possible: 1 Point	28	72	0
9. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Poin			
10. Solve real-life and m... Point(s) Possible: 1 Poin			
11. Identify important qu... way tables, graphs, flow...			
12. Solve real-life and m... Point(s) Possible: 1 Poin			
13. Apply mathematics t... Point(s) Possible: 1 Poin			
14. Solve real-life and m... Point(s) Possible: 1 Poin			
15. Solve real-life and m... Point(s) Possible: 1 Poin			

STUDENT

Expressions and Equations		
1. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	1	1
2. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	1	1
3. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	0	1
4. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	1	1
5. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	0	1
6. Use properties of operations to generate equivalent expressions. - Point(s) Possible: 1 Point	0	1
7. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	1	1
8. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. - Point(s) Possible: 1 Point	0	1
9. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	0	1
10. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	1	1
11. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). - Point(s) Possible: 2 Points	0	2
12. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	1	1
13. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. - Point(s) Possible: 1 Point	1	1
14. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	1	1
15. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. - Point(s) Possible: 1 Point	0	1

IAB Individual Student Report

Number of opportunities
Performance level
Item /Target detail by block

In analyzing this data…
3 of 5 items missed are having to do with *“Understanding the place value system.”*

Great report for parents & students

Individual Student Report
How did my student perform on the test?

Test: Smarter Interim Assessment Blocks Mathematics Grade 5
Year: 2015-2016
Name: Doe, John A.

Legend: Block Achievement Category — Below Standard; At/Near Standard; Above Standard

Student Information

Name	SSID	
Doe, John A.	056218172	Opportunity #2 02/12/2016
Doe, John A.	056218172	Opportunity #1 02/02/2016

Student Test Performance

Block	Performance Level
Numbers and Operations in Base 10	✓
Fractions	✓
Measurement and Data	✓
Mathematics Performance Task	–

Student Performance on Each Test Item
Smarter Interim Assessment Blocks Mathematics Grade 5 Test

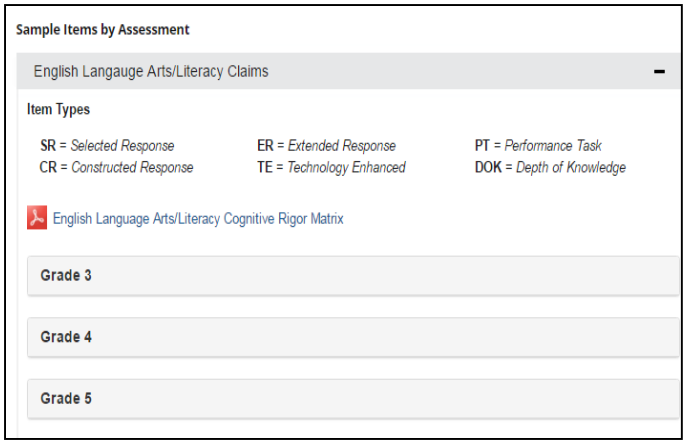
Item #/Target	Points Earned	Points Possible
Grade 5 Numbers and Operations in Base 10		
1. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
2. Perform operations with multi-digit whole numbers and with decimals to hundredths. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
3. Understand the place value system.	0 ★	1
4. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	1
5. State logical assumptions being used.	0	1
6. Understand the place value system.	1	1
7. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
8. Understand the place value system.	0 ★	1
9. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
10. Perform operations with multi-digit whole numbers and with decimals to hundredths.	0	1
11. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
12. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
13. Understand the place value system.	0 ★	1
14. State logical assumptions being used.	1	1
15. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1
16. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	1
Grade 5 Fractions		
1. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Compute fluently with multi-digit numbers and find common factors and multiples.	1	1
2. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	1
3. Use equivalent fractions as a strategy to add and subtract fractions.	1	1
4. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	1
5. Use equivalent fractions as a strategy to add and subtract fractions.	1	1

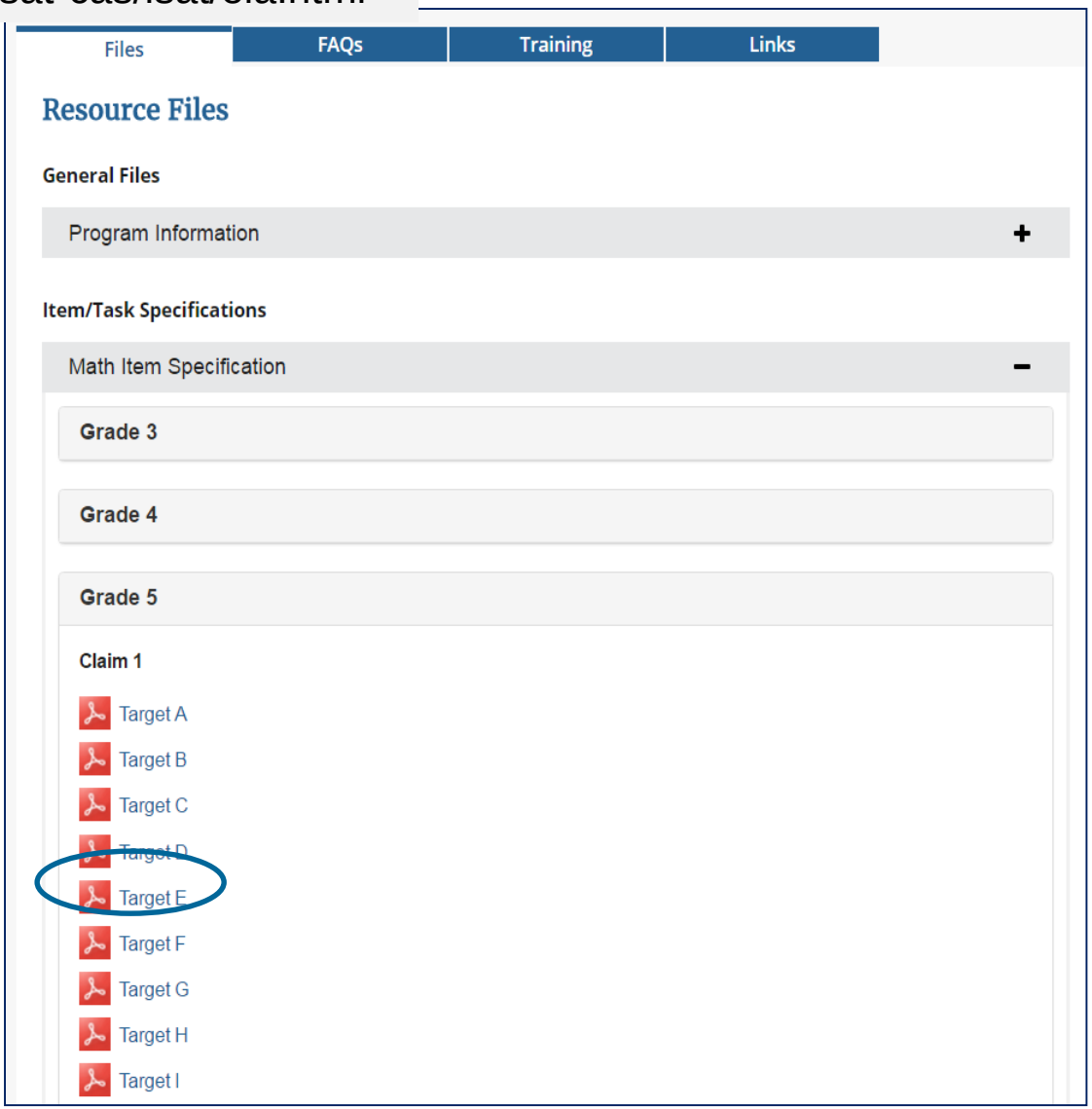
Item Specifications Documents: Bridge assessment and instruction

http://www.sde.idaho.gov/assessment/isat-cas/isat/ela.html

Download these resources to your district shared drive to make them accessible to teachers…

At the bottom of this page are sample items that you can use formatively, as well as the Cognitive Rigor Matrix.





Item Specifications Documents: Bridge assessment and instruction

Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	
Content Domain: **Number and Operations—Fractions**	
Target E [m]: Use equivalent fractions as a strategy to add and subtract fractions. (DOK 1, 2)	
Tasks associated with this target ask students to add and subtract fractions with unlike denominators, including mixed numbers. Contextual word problems that ask students to apply these operations should be included (often paired with one or more targets from Claim 2). Other tasks should focus on the reasonableness of answers to addition and subtraction problems involving fractions, often by presenting "flawed reasoning" (paired with one or more targets from Claim 3).	
Standards: 5.NF.A.1, 5.NF.A.2	**5.NF.A Use equivalent fractions as a strategy to add and subtract fractions.** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Evidence Required:	1. The student adds or subtracts fractions with unlike denominators (including mixed numbers) by using visual fraction models or equations to represent the problem. 2. The student identifies and explains the use of equivalent fractions when adding or subtracting fractions with unlike denominators (including mixed numbers).
Allowable Response Types:	Multiple Choice, single correct response; Equation/Numeric; Fill-in Table
Allowable Stimulus Materials:	visual fraction models, equations
Construct-Relevant Vocabulary:	equivalent fractions, denominators, numerators, mixed numbers

http://www.sde.idaho.gov/assessment/isat-cas/isat/math.html

Item Specifications Documents: bridge assessment and instruction

Purpose:
Teachers should ask for the same evidence in the classroom as is asked for by the standards and therefore the assessment

Grade 5 Mathematics Item Specification C1 TE

Balanced Assessment Consortium

Task Model 1b **Response Type: Equation/Numeric** **DOK Level 1** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **Evidence Required:** 1. The student adds or subtracts fractions with unlike denominators (including mixed numbers) by using visual fraction models or equations to represent the problem. **Tools:** None	**Prompt Features:** The student is prompted to identify the correct difference of fractions in a mathematical context. **Stimulus Guidelines:** • Item difficulty can be adjusted via these example methods: ○ The use of proper fractions, improper fractions, and mixed numbers ○ Fractions with denominators of 10 and 100 ○ Fractions with denominators where one denominator is a factor of the other ○ Fractions with unlike denominators that are not factors of each other ○ Items that require regrouping **TM1b** **Stimulus:** The student is presented with a subtraction problem involving fractions with unlike denominators. **Example Stem 1:** Enter the difference. $\frac{6}{10} - \frac{20}{100}$ **Example Stem 2:** Enter the difference. $\frac{15}{12} - \frac{3}{4}$ **Example Stem 3:** Enter the difference. $2\frac{7}{9} - \frac{3}{8}$ **Rubric:** (1 point) The student correctly calculates the solution to a subtraction problem involving fractions (e.g., $\frac{40}{100}$ or $\frac{4}{10}$ or $\frac{2}{5}$; $\frac{6}{12}$ or $\frac{1}{2}$; $\frac{173}{72}$ or $2\frac{29}{72}$). **Response Type:** Equation/Numeric

http://www.sde.idaho.gov/assessment/isat-cas/isat/math.html

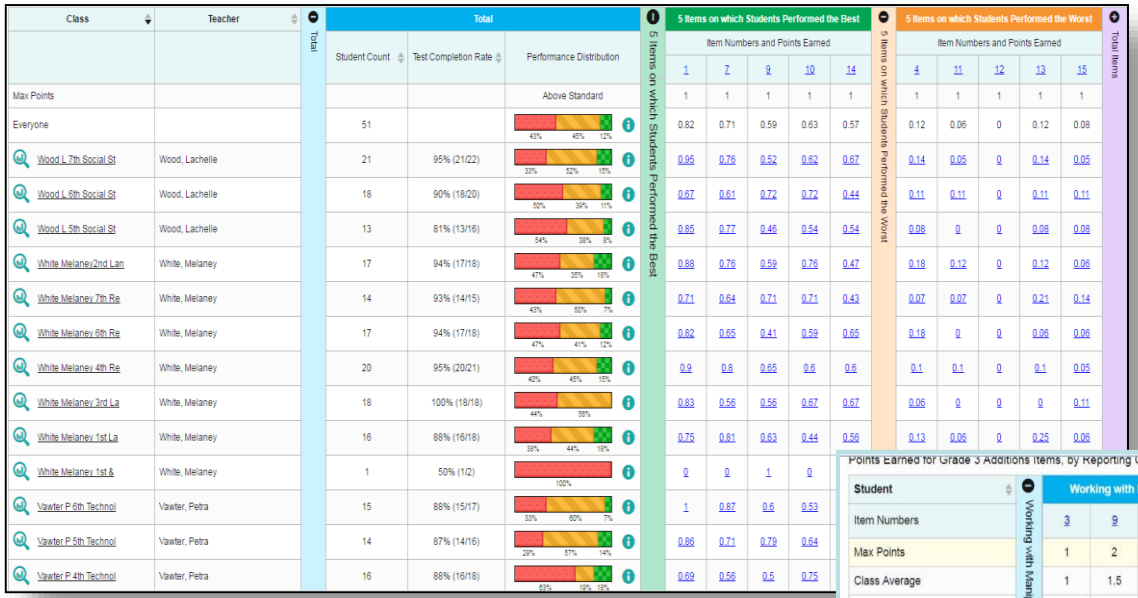
AIR Ways

Interim Data

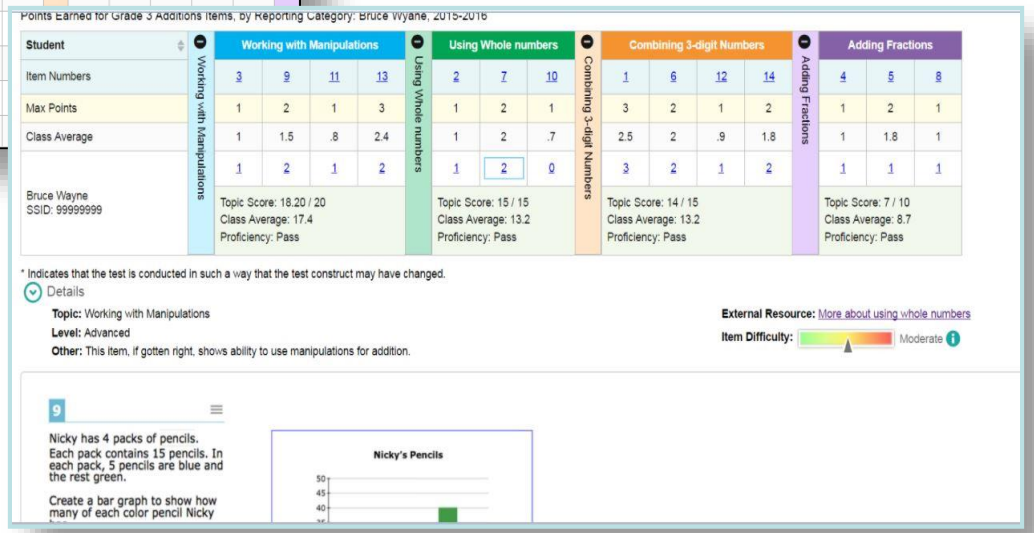
- District, School, Teacher, Roster, Student
- By Assessment
- Individual Items and Student Reponses
- Top 5 Items, Worst 5 Items

idaho.portal.airast.org

AIR Ways Reports:



Class	Teacher	Total			5 Items on which Students Performed the Best					5 Items on which Students Performed the Worst					Total Items
		Student Count	Test Completion Rate	Performance Distribution	Item Numbers and Points Earned					Item Numbers and Points Earned					
					1	7	9	10	14	4	11	12	13	15	
Max Points				Above Standard	1	1	1	1	1	1	1	1	1	1	
Everyone		51			0.82	0.71	0.59	0.63	0.57	0.12	0.06	0	0.12	0.08	
Wood L 7th Social St	Wood, Lachelle	21	95% (21/22)		0.95	0.76	0.52	0.62	0.67	0.14	0.05	0	0.14	0.05	
Wood L 6th Social St	Wood, Lachelle	18	90% (18/20)		0.67	0.61	0.72	0.72	0.44	0.11	0.11	0	0.11	0.11	
Wood L 5th Social St	Wood, Lachelle	13	81% (13/16)		0.85	0.77	0.46	0.54	0.54	0.08	0	0	0.08	0.08	
White Melaney2nd Lan	White, Melaney	17	94% (17/18)		0.88	0.76	0.59	0.76	0.47	0.18	0.12	0	0.12	0.06	
White Melaney 7th Re	White, Melaney	14	93% (14/15)		0.71	0.64	0.71	0.71	0.43	0.07	0.07	0	0.21	0.14	
White Melaney 6th Re	White, Melaney	17	94% (17/18)		0.82	0.65	0.41	0.59	0.65	0.18	0	0	0.06	0.06	
White Melaney 4th Re	White, Melaney	20	95% (20/21)		0.9	0.8	0.65	0.6	0.6	0.1	0.1	0	0.1	0.05	
White Melaney 3rd La	White, Melaney	18	100% (18/18)		0.83	0.56	0.56	0.67	0.67	0.06	0	0	0	0.11	
White Melaney 1st La	White, Melaney	16	88% (16/18)		0.75	0.81	0.63	0.44	0.56	0.13	0.06	0	0.25	0.06	
White Melaney 1st &	White, Melaney	1	50% (1/2)		0	0	1	0							
Vawter P 6th Technol	Vawter, Petra	15	88% (15/17)		1	0.87	0.6	0.53							
Vawter P 5th Technol	Vawter, Petra	14	87% (14/16)		0.86	0.71	0.79	0.64							
Vawter P 4th Technol	Vawter, Petra	16	88% (16/18)		0.69	0.56	0.5	0.75							



Points Earned for Grade 3 Additions Items, by Reporting Category: Bruce Wayne, 2015-2016

Student	Working with Manipulations				Using Whole numbers			Combining 3-digit Numbers				Adding Fractions		
Item Numbers	3	9	11	13	2	7	10	1	6	12	14	4	5	8
Max Points	1	2	1	3	1	2	1	3	2	1	2	1	2	1
Class Average	1	1.5	.8	2.4	1	2	.7	2.5	2	.9	1.8	1	1.8	1
Bruce Wayne SSID: 99999999	1	2	1	2	1	2	0	3	2	1	2	1	1	1
	Topic Score: 18.20 / 20 Class Average: 17.4 Proficiency: Pass				Topic Score: 15 / 15 Class Average: 13.2 Proficiency: Pass			Topic Score: 14 / 15 Class Average: 13.2 Proficiency: Pass				Topic Score: 7 / 10 Class Average: 8.7 Proficiency: Pass		

* Indicates that the test is conducted in such a way that the test construct may have changed.

Details

Topic: Working with Manipulations
Level: Advanced
Other: This item, if gotten right, shows ability to use manipulations for addition.

External Resource: More about using whole numbers
Item Difficulty: Moderate

9

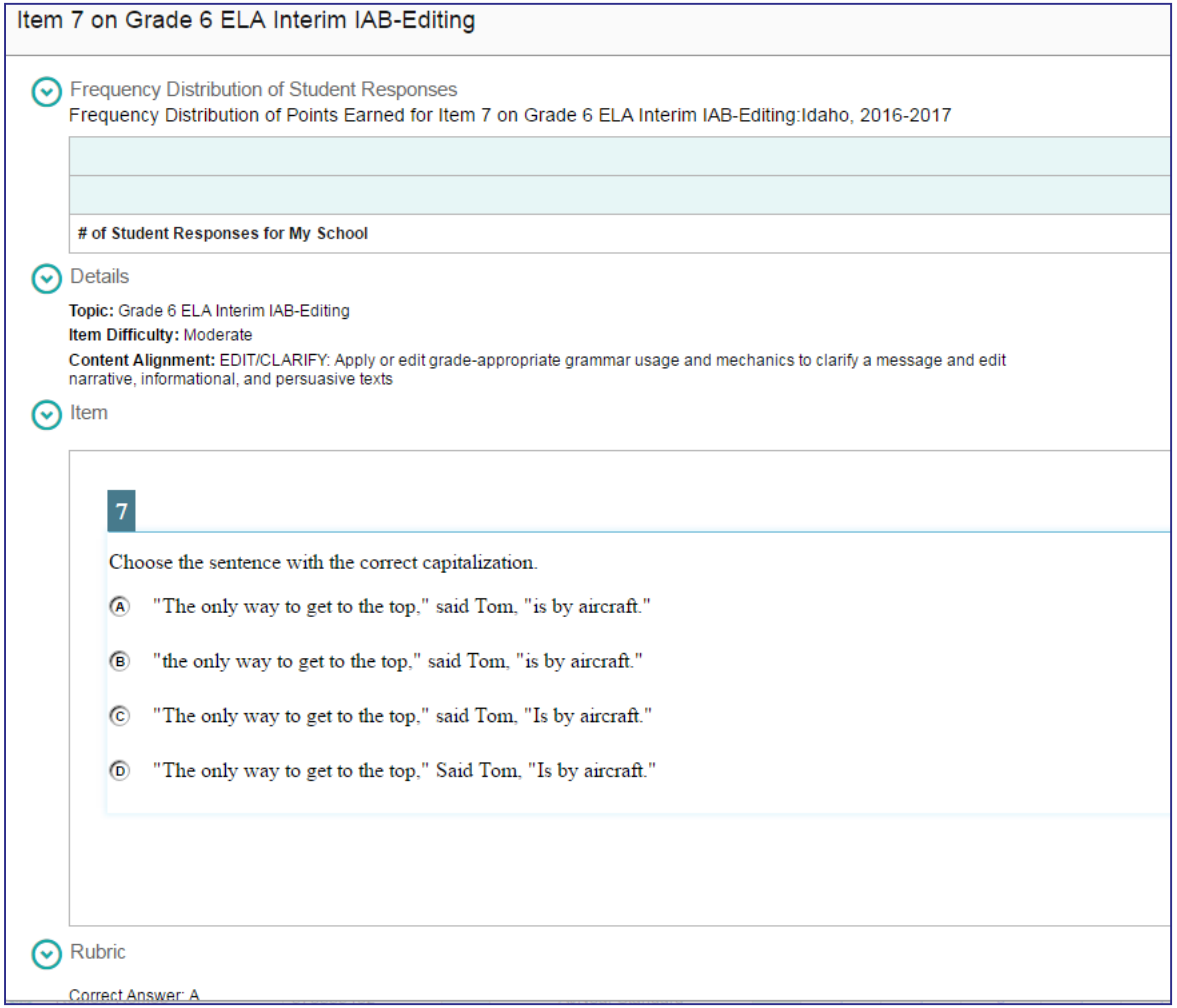
Nicky has 4 packs of pencils. Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green.

Create a bar graph to show how many of each color pencil Nicky

Top 5 best items
Worst 5 items

See all assessments together

AIR Ways Reports:



Item 7 on Grade 6 ELA Interim IAB-Editing

Frequency Distribution of Student Responses

Frequency Distribution of Points Earned for Item 7 on Grade 6 ELA Interim IAB-Editing:Idaho, 2016-2017

# of Student Responses for My School

Details

Topic: Grade 6 ELA Interim IAB-Editing

Item Difficulty: Moderate

Content Alignment: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts

Item

7

Choose the sentence with the correct capitalization.

A "The only way to get to the top," said Tom, "is by aircraft."

B "the only way to get to the top," said Tom, "is by aircraft."

C "The only way to get to the top," said Tom, "Is by aircraft."

D "The only way to get to the top," Said Tom, "Is by aircraft."

Rubric

Correct Answer: A

Points Earned	
0	1
15	36

See student response with item

Hover over category for cut scores

Student, class, school data

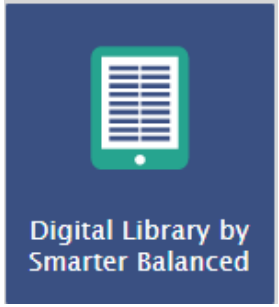
Facts about & usage of the Digital Library

idaho.portal.airast.org

Digital Library

Link from the Portal or use Library url

- An online collection of instructional and professional learning resources contributed by educators for educators
- Educators can self – register for the Digital Library on the log in screen
- 100 multi-media modules for ELA/Literacy and Math, Assessment Literacy, and understanding the formative assessment process
- Collaboration features such as rate resources, online forums, and provide feedback about resources
- Video https://www.youtube.com/watch?v=eIXu0YnHpj8&feature=youtu.b
- Playlists and 'Connections' Playlists aligned to Digital Library Interim Block Assessments
- Variety of search features: Grade, content, student population, resource type



Smarterbalancedlibrary.org

Digital Library

- Formative Assessment
- ***NEW*** Self-registration
- Teaching & PD Resources
- ***NEW*** Playlists aligned to the Interim Blocks
- ***NEW*** Collaboration features

Digital Library by Smarter Balanced

idaho.portal.airast.org

Digital Library: Playlists

Digital Library by Smarter Balanced

Grade 6—Read Informational Texts

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks.

The Digital Library resources on this list are intended to supplement a teacher's core curriculum and may not address every standard assessed by the Grade 6—Read Informational Texts Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas, so teachers are encouraged to explore the resources on other lists in the Digital Library Resource Collections. A Digital Library account is required to access all resources on this list. Below are the key learning goals and success criteria specifically for the resources on this list.

Learning Goals

Students understand how to:

- support their claims by citing textual evidence.
- use a variety of resources and strategies to determine the intended and connotative meanings of unknown words.
- determine an author's purpose or point of view by analyzing text structure and the impact of language use.
- analyze in detail how events or ideas are introduced, illustrated and elaborated in a text.
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context.
- distinguish among the connotations of words with similar denotations.

Success Criteria

Students can:

- determine a central idea in a text using supporting evidence.
- make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
- identify text evidence to support a given inference or conclusion based on the text.
- analyze how information is presented within a text.
- determine how information reveals the author's point of view or purpose within a text.
- analyze the impact of word choice on reader interpretation of meaning.

Title	Resource Overview
Close Reading Strategy: Read Like a Detective CCSS of focus: RI.6.1 Estimated Instructional Time: 60 min.	This resource includes a lesson plan and student materials intended to support students through gradual release and formative assessment strategies. Students locate evidence within the text to support a teacher-generated inference. In the lesson, students are asked to determine if there is sufficient evidence to support the inference and are expected to use the evidence they have gathered to respond to a constructed response.
What's the Point? – Media Bias and Argument Writing CCSS of focus: RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8 Estimated Instructional Time: 240 min.	This resource includes a multi-day lesson plan, student materials and a rubric. The lesson uses current events to acquaint students with the purpose and techniques used in editorial cartoons to promote various points of view. This resource provides students the opportunity to share personal opinions on a current topic of choice in argument writing using bias techniques explored through editorial cartoons.
ELA Literacy: Unit Plan for 'Steve Jobs' Commencement Address at Stanford CCSS of focus: RI.6.1, RI.6.2, RI.6.3, RI.6.7, RI.6.8, RI.6.9 Estimated Instructional Time: 8 lessons	This resource includes eight detailed lesson plans, a culminating writing task, a cold-read assessment, and an extension task. The unit engages students in a study on the fleeting nature of failure and the relationship between hard work and success. Using a speech by Steve Jobs, the work engages students in an analysis of the ways word choice, use of evidence, and organization, reflect his purpose.
Determining Bias through a Text's Evidence CCSS of focus: RI.6.1, RI.6.2, RI.6.5, RI.6.6 Estimated Instructional Time: 60 min.	This resource includes a lesson plan and a graphic organizer intended to support students determine bias in a non-fiction text. This lesson helps students understand that a text can seem objective, but upon analyzing the evidence they may be able to see that a writer has used evidence that shows the topic in a more positive or negative light.
Can Animals Think? CCSS of focus: RI.6.1, RI.6.3, RI.6.6 Estimated Instructional Time: 240 min.	This resource includes lessons plans, three performance tasks, rubrics, annotated rubrics, and instructional supports, and specific supports for English language learners. It is comprised of three tasks through which students (1) gather evidence based on textual analysis, (2) summarize central ideas, and (3) write an argument focused on explaining ways the author develops his/her point of view on the question, "Can animals think?"
Teaching with Primary Sources: The Solar System and the Universe CCSS of focus: RH.6-8.2, RST.6-8.4 Estimated Instructional Time: 90 min.	This resource includes materials developed by the Library of Congress and provides a teacher's guide to assist in the development of lessons examining the representation of the universe and solar system over five centuries and the related theories spanning five centuries. The texts provide historical information for students to gain background knowledge as well as well as tools for teachers to help engage students in the analysis of a wide range of primary source documents.
Shades of Meaning: Vocabulary Denotation and Connotation CCSS of focus: L.6.5 Estimated Instructional Time: 60 min.	This resource includes a lesson plan and student materials intended to determine shades of meanings in groups of words. Students learn about word nuances, denotation and connotation, and how word choice affects writing.
Determining Connotative Meanings of Words (Grade 6) CCSS of focus: L.6.5.c Estimated Instructional Time: 60 min.	This resource includes a lesson plan with sample texts and word lists intended to distinguish among the connotations of words with similar denotations.

Questions: CAASPP | caaspp@cde.ca.gov | 916-445-8765
Last Modified: Monday, September 26, 2016

Digital Library

Digital Library by Smarter Balanced

Digital Library *Connections* Playlists

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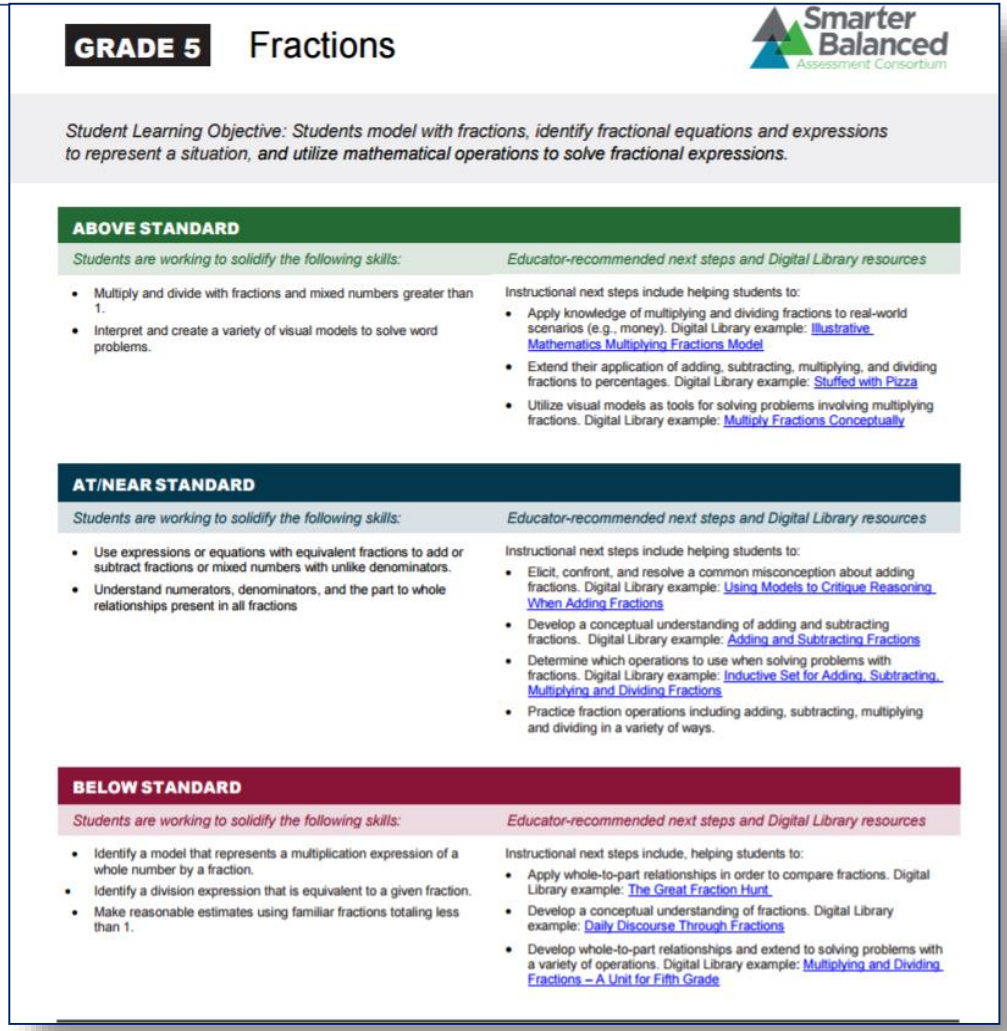


GRADE 5 Fractions

Smarter Balanced Assessment Consortium

Student Learning Objective: Students model with fractions, identify fractional equations and expressions to represent a situation, and utilize mathematical operations to solve fractional expressions.

ABOVE STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Multiply and divide with fractions and mixed numbers greater than 1. • Interpret and create a variety of visual models to solve word problems.	Instructional next steps include helping students to: • Apply knowledge of multiplying and dividing fractions to real-world scenarios (e.g., money). Digital Library example: Illustrative Mathematics Multiplying Fractions Model • Extend their application of adding, subtracting, multiplying, and dividing fractions to percentages. Digital Library example: Stuffed with Pizza • Utilize visual models as tools for solving problems involving multiplying fractions. Digital Library example: Multiply Fractions Conceptually

AT/NEAR STANDARD

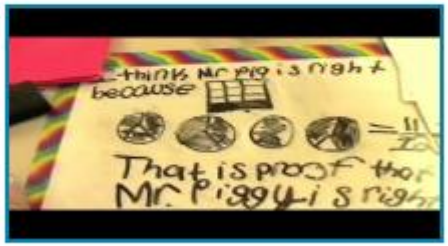
Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Use expressions or equations with equivalent fractions to add or subtract fractions or mixed numbers with unlike denominators. • Understand numerators, denominators, and the part to whole relationships present in all fractions	Instructional next steps include helping students to: • Elicit, confront, and resolve a common misconception about adding fractions. Digital Library example: Using Models to Critique Reasoning When Adding Fractions • Develop a conceptual understanding of adding and subtracting fractions. Digital Library example: Adding and Subtracting Fractions • Determine which operations to use when solving problems with fractions. Digital Library example: Inductive Set for Adding, Subtracting, Multiplying and Dividing Fractions • Practice fraction operations including adding, subtracting, multiplying and dividing in a variety of ways.

BELOW STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Identify a model that represents a multiplication expression of a whole number by a fraction. • Identify a division expression that is equivalent to a given fraction. • Make reasonable estimates using familiar fractions totaling less than 1.	Instructional next steps include, helping students to: • Apply whole-to-part relationships in order to compare fractions. Digital Library example: The Great Fraction Hunt • Develop a conceptual understanding of fractions. Digital Library example: Daily Discourse Through Fractions • Develop whole-to-part relationships and extend to solving problems with a variety of operations. Digital Library example: Multiplying and Dividing Fractions – A Unit for Fifth Grade

Digital Library: Professional & Instructional Resources

Using Models to Critique Reasoning when Adding Fractions



Students are confronted with a common misconception about adding fractions by viewing two different answers with written explanations. They select one explanation to support with two visual models. Finally, they write a general statement about how...

Subjects: Math - Numbers & Operations - Fractions - Content, Math - Modeling - Content

Grades: Grade 5, Grade 6

Media Types: Video, Image, Document

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Using Models to Critique Reasoning when Adding Fractions

INSTRUCTIONAL

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Author: Holly Trottier | **Owner:** Holly Trottier

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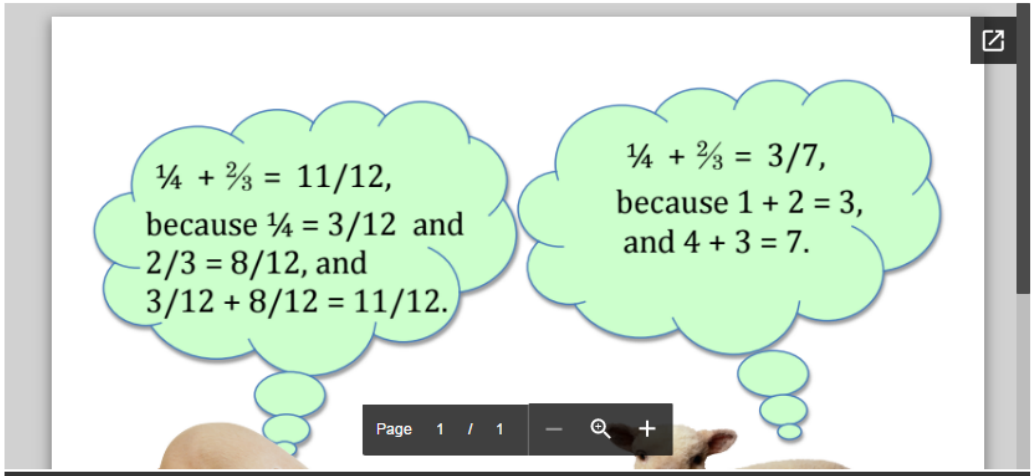

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Glossary Of Terms

SUBJECTS AND DOMAINS

Math - Numbers & Operations - Fractions - Content

Math - Modeling - Content

COMMON CORE STATE STANDARDS

CCSS.Math.Content.5.NF.A.1

CCSS.Math.Practice.MP3

Summary

Students are confronted with a common misconception about adding fractions by viewing two different answers with written explanations. They select one explanation to support with two visual models. Finally, they write a general statement about how to add fractions with unlike denominators. This resource provides the initial stimulus to which students respond, as well as a short video modeling how this resource was used in a classroom with students who understood, misunderstood, and had shaky understanding. Through using

smarterbalancedlibrary.org (link on the Portal)

Make strategic implementation decisions

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Implementation Guidance

- ***Focus on the classroom and impact of the assessment system on teaching and learning; culture of assessment for learning***
- **Teacher and student involvement is critical; Have teachers (TE) administer the Interim Assessments**
- **Use ICA to get a measure on new students who did not have a Spring score**
- **If students do not show proficiency in previous grade, use Interim from year before their enrolled grade before teaching current grade content**
- **Involve students in their results; set improvement goals**
- **A written implementation plan should document decisions**
- **Orient teachers to the Interim Assessments over several sessions**
  - **Review summative data (ISAT 2016) for *current students***
  - **Facts about the Interim Assessment**
  - **Review Interim Assessments using AVA**
  - **Learn how to give an assessment**

Make strategic decisions about the use of the Interim Assessments

Who Decides	Question	Possible	
District School Teacher	Which assessments will be given based on the goals or questions to be answered (and why?)	ICA IAB Both	Which ones?
District School Teacher	Which students will take part in the assessments?	All or Certain Levels	Specific schools, Specific grades in a school?
District School Teacher	Will off grade level assessments be given?	Business rule	"When student is a level 1 or 2, give previous year block as pretest."
District School Teacher	When will the assessments be given? How will they align with the curriculum and instruction sequence?	Before, after, during instructional units? Mid-year?	Time of year, dates, time of day?
District School Teacher	Who will deliver the assessments? Who will score non-computer scored items and when?	Teacher, TA, School Coordinator	Teachers score during collaboration time
District School Teacher	Where & How will assessments be delivered?	Classroom or lab?	Computer vs. Laptop, Tablet
District School Teacher	How will the data be used, who will it be shared with?	Compare within district? Drive instruction? Share with parents? Share with students?	How are we doing? (Look back) vs. What should we do next? (Look forward)

Interim Assessment: An integral and important component of the assessment system

A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

Questions?

idaho.portal.airast.org

Nancy Thomas Price
Comprehensive Assessment System Coordinator
208-332-6988
nthomasprice@sde.idaho.gov

idaho.portal.airast.org